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AUTHOR Bundy, Mary Lee; And Others

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In this study of the public library administrator the universe was made up of public libraries serving populations of 100,000 or more. A total of 102 administrators responded to the questionnaire. Full details of sample choice and design and an analysis of the returns are contained in the Appendix. A primary concern was to discern where and how and whether change was taking place in the organizations, and insofar as possible, to perceive the degree and the mechanisms by which the librarians who responded to the study instruments provided impetus for such change. It was concluded that the typical public library director is sincerely concerned with advancing the public library. Yet expressed dissatisfaction with the existing order and even a disposition toward alternatives to the conventional scheme of things do not equate with a propensity to change things. And the evidence of this study reveals an administrative class whose personal characteristics, attitudes of mind, and value assumptions strongly militate against the assumption of a change agent role. (Other parts of this study are available as LI003071 and LI003073-4) (Author/NH)

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THE PUBLIC LIBRARY ADMINISTRATOR AND HIS SITUATION

One Part of the
Executive Study Portion
of
A Program of Research into the Identification of Manpower Requirements, the Educational Preparation and the Utilization of Manpower in the Library and Information Profession

by
Mary Lee Bundy
Paul Wasserman
with
Jeanne O'Connell, Research Associate

School of Library and Information Services
University of Maryland
College Park, Maryland 20742

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PREFACE

This report has its antecedents deeper in the past than the time of the present study. It grows out of work in which the two principal investigators were interested when both were at other universities and engaged in pursuits different from their present responsibilities. That was almost a decade ago. It was a time when considerable research attention was being focused upon the comparative characteristics of the administrative class in a number of professions. It seemed then that to improve librarianship's capacity to understand more clearly the nature of its administrative class, it would be advantageous to collect statistical data which would reveal the characteristics of those who then were playing leadership roles in librarianship and to compare them with their counterparts in other disciplines. What seemed important then was to obtain a clear picture of library administrators, for this was a time when the library organization and the practice of its administrators were not yet perceived in the context of a changing panorama of institutional strivings and organizational dynamics.

Because resources for intellectual exploration in librarianship were more difficult of access than they have since become, the earlier study design remained a proposal, and work was held in abeyance on this project for a period of years until the summer of 1967 when the University of Maryland assumed responsibility for the conduct of a broad-scale study of manpower concerns in the profession. What had changed during the elapsed time interval were the perspectives of the investigators, not only of the structure of librarianship, but of its need for a fundamental reorientation. Under these terms a profile of the characteristics of library leadership was seen to be neither germane nor of serious interest unless the administrators could be understood in the framework of their responsiveness to adapting the commitments of their organizations in an institutional culture widely characterized by a striving for variation, adaptation, and innovative advance.

It was against such a backdrop that the present research was designed. This study and the parallel studies of the academic library administrator, the school library administrator and the special library administrator were attempts to understand and if possible to explain the nature of the senior administrator in libraries of the major types. In order to do so, a melange of factors including personal history and attitudes, administrator perception of basic administrative and professional issues, the record of adaptation in their individual organizations, and the nature of their organizations' characteristics, were all seen as elements relating to change propensity or disposition. For the motif of change is the cutting edge of the present analysis and it is this issue which underlies the rationale and the strategy for the research enterprise which is detailed hereafter.

SUMMARY

The purpose of the present study was to analyze the characteristics of administrators and of the organizations and the environments in which they function, in an attempt to increase understanding of the human and organizational variables which tend to spawn or to inhibit change. The main target of the research is the administrator, since, by virtue of the potential inherent in his leadership role, his capacity to catalyze or repel adaptation and variation is seen as a powerful influence upon institutional efforts in librarianship to be adaptive and innovative.

The instrument employed in the analysis was a mail questionnaire addressed to administrators of the four discrete types of libraries: public library, academic library, special library and school library. The sample included only the chief administrator in organizations of each type, but the size of the organizations included was biased so as to include only the larger and more complex organizations of each type. In the present study of the public library administrator the universe was made up of public libraries serving populations of 100,000 or more. From the sample of 144 to whom questionnaires were sent, a total of 102 administrators responded--a 71% return. Full details of sample choice and design and an analysis of the returns are contained in the Appendix.

Because the study sought to extend beyond simply accumulating descriptive details on human beings and institutions, issues reflective of propensities to adapt or to innovate were tested through a range of questions relating to background data on education, career and professional activities of the administrators to their views of administrative and professional issues, to factual evidence of their libraries' recent experience along a continuum of change, and to institutional characteristics of support, staffing, and environmental factors expected to relate to the capacity of the organizations to be adaptive. A primary concern was to discern where and how and whether change was taking place in the organizations, and insofar as possible, to perceive the degree and the mechanisms by which the librarians who responded to the study instruments provided impetus for such change. It was concluded that the typical public library director is sincerely concerned with advancing the public library. Yet expressed dissatisfaction with the existing order and even a disposition toward alternatives to the conventional scheme of things do not equate with a propensity to change things. And the evidence of this study reveals an administrative class whose personal characteristics, attitudes of mind, and value assumptions strongly militate against the assumption of a change agent role.

INTRODUCTION

The strategy of this study sought to perceive the intellectual and psychological attitudes of administrators, their own personal aspirations and value expectations, their disposition with regard to the need for change and their estimate of conditions needed in general as prelude to change, since it is as a consequence of their values and their perceptions that change in their organizations may be significantly impeded or facilitated.

Not only did we attempt to elicit from the administrators their expectations of change progress and of the organizational conditions and constraints relating to such capacity, but also to understand what the rate of change in their organization actually is. We have sought to understand how strongly the administrators see implicit in their role that of fostering and facilitating change. And we have sought to better understand the composition and the characteristics of the administrative class in librarianship in order to perceive more clearly whether such factors as age, educational background and orientation, length of time in a responsible administrative post, effects of lateral and vertical career movements, have a bearing upon the propensity of library administrators to serve as leaders for change. Because we were concerned with environmental factors as one salient conditioning element in the change process, we have also attempted to determine what kinds of organizational and institutional contexts may be seen as more or less facilitating of the change capacity of the library and of the librarian.

It should be clear that in order to understand the capacity of librarianship to be adaptive, many alternative methods might have been employed. Inherent in the design of this effort has been the hypothesis that a crucial ingredient in the capacity of librarianship to be adaptive relates to the leadership potential of its administrative class. Under these terms it should be clear that what we have dealt with were very subtle and elusive factors, not always easily amenable to precise measure. Moreover, questions have been put to respondents in such a form as to render impossible the kind of personal probing and detailed analysis of issues which might have been possible in the case of a personal interview study.

The decision to use the questionnaire was based on the desire to collect quantifiable and comparable data. The decision to distribute it by mail was made in the interests of time and economy. This form of distribution has the advantage that all respondents are responding to the same stimuli without any possible interviewer bias. The potential disadvantage, bias introduced because of non-respondents, appears to have been overcome.

Questions arise as to how frank respondents are, particularly since their institutions were to be identified by them. Every effort was made not to bias answers by "loaded" questions, nor were areas explored which were deemed to be violating the privacy of an individual or which might put him in a position of presenting information so as to reflect poorly on himself. From prior experience and through preliminary interviews for pretest purposes, the investigators believe the respondents answered honestly, and while space did not always allow a full or in-depth expression of feelings, they believe respondents' expressions represent their attitudes on the issues raised.

While the questionnaire was administered to different administrator audiences, the basic strategy remained comparable with only such adaptation and modification as was needed in order to take into account the differences in the characteristics of the several library organizational forms, the principal issues underlying change commitments of administrators in these variable settings, and details regarding the characteristics of the organizations which these different types of library administrators represented.

The study instrument was divided into four principal parts. The first section treated the background and career characteristics of the respondents. Here the attempt was to collect information so that the administrators could be profiled with regard to their sexual composition, their age, family status, personal career history, educational preparation, work experience in and out of libraries, career choice factors, expectations and aspirations, information about their view of administrative roles and responsibilities, perceptions of personal goals in administration and of library work roles, nature of professional associations, satisfactions and dissatisfactions, and real and potential mobility patterns in their personal careers.

The second section of the study questionnaire treated professional and administrative issues with the objective of discerning the change disposition of the respondent. Here the emphasis was upon perceiving the way in which respondents recognized the extent to which librarianship and their libraries were in need of modification and adaptation as a function of their own value orientation. Their views were sought with regard to a whole range of factors across a wide continuum from education for librarianship to the union phenomenon to the responses of libraries to different constituencies and to the real and potential impact of network and regional arrangements.

The third section of the questionnaire sought in its overall design to accumulate information about the actual adaptations and modifications which had and were being made in the libraries represented by the administrators responding to the questionnaire.

Here there was provided an opportunity for each respondent to detail the specific nature of the change situation in his own organization and to categorize the relative importance of such changes in relation to the satisfaction of the administrator and of the staff with the rate of change and the progress of change in the organization. In addition, the administrator was invited to suggest here where further variation and adaptation might be expected to take place in the organization, what types of modification were actively being furthered and sought, as well as the prospects for realizing such aspirations in the future.

The last section of the questionnaire elicited details relating to the characteristics of the libraries included in the sample. Here were included details of size and growth and emphases within the organizations, the nature of particular services, staff organization and structure and arrangements, relationships with governing bodies and constituencies, and other factors seen as related to the capacity of the organization to be adaptive. The purpose here was to understand the organizational and environmental setting within which the administrator functioned as one factor in the equation relating to the capacity of the administrator to lead the organization in the direction of change.

PART ONE

THE ADMINISTRATOR AS CHANGE AGENT

In examining the library administrator in a change context, a wide range of personal characteristics and attitudes were explored. It was hypothesized that his position with regard to change in the field could be explained in part by his background and experiences including his social origins, his education, and his career experiences and also by his current professional activity. Insight into the administrator as a change agent was also expected to come from understanding of his career aspirations and his job satisfactions and dissatisfactions. In addition to this indirect evidence, one aspect of the study directly probed his attitudes on a range of change related issues. In combination, these findings permit generalizations about the prospects that this particular administrative group will influence change in the field in the years ahead.

A higher percentage of this executive group are women (37%) compared with only 11% of the academic library administrative group. This group also differs from the academic library group somewhat with regard to age, a higher percentage being over fifty. (Of the academic group 43% are over fifty.)

Table 1

Age

	Percent
Under 35	3
35 - 50	37
Over 50	53
No response	8

This age distribution raises questions with regard to the change propensities of the administrative group, for one would expect change to emanate more from the younger administrator than from those near retirement.

Another change related factor is the number of years administrators have held their present positions. One would look to the administrator still relatively new to his role to be more change oriented than one who has been in the role for many years. As the following table shows, 37% have been in their present position five years or less, while an equal percentage have been in the same position over ten years.

Table 2

Years in Present Position

	Percent
Less than one year	7
1-5 years	30
6-10 years	25
11-15 years	13
16-20 years	15
21-25 years	7
26 years and over	3

Background

As Table 3 shows, the public library administrator is drawn principally from the professional and managerial groups although the entire range of occupations is represented.*

*For additional data regarding the personal background and characteristics of the administrators, see Supplemental Tables in the Appendixes.

Table 3

Father's Occupation

	Percent
Professional, technical and kindred workers	32
Managers, officials and proprietors (except farm)	23
Sales workers	9
Craftsmen, foremen and kindred workers	9
Farmers and farm managers	7
Laborers (except farm and mine)	5
Service workers (except private household)	3
Clerical and kindred workers	3
Operatives and kindred workers	3
Retired	1
No response	4

Education

While the majority of public library administrators have undergraduate degrees in one of the humanities, a significant percentage were drawn from the social sciences, as is shown in Table 4.

Table 4

Undergraduate Subject Major

	Percent
Humanities (including history)	55
Social Sciences	30
Sciences	5
Applied fields (e.g., business, education, home economics)	5
Library Science	2
No response	3

Almost two-thirds (62%) received their undergraduate education at a university, while 29% graduated from a liberal arts college. Of the 30% who have done at least some advanced work in a subject field, almost half have concentrated on one of the humanities with the balance about equally divided between work in the social sciences and education. Also, 4% have a Ph.D. in a subject field. Formal education in library science was reported by 97%.

Table 5

Nature of Library Education

	Percent
Undergraduate minor in Library Science	9
Fifth year Bachelor's in Library Science	52
Master's degree in Library Science	38
Ph.D. in Library Science	0
Certificate	2
Other (e.g., individual courses in library science and related fields)	7
No response	1

No one library school is the preparation ground for public library administrators. Yet the first nine schools listed, each accounting for more than 4% of the respondents, aggregate more than half of the public library administrators of libraries serving populations of 100,000 or more.

Table 6

Library School Attendance

	Percent
Columbia University	12
University of California at Berkeley	8
University of Illinois	8
University of North Carolina	6
University of Denver	5
Drexel Institute of Technology	5
University of Michigan	5
University of Chicago	5
Louisiana State University	4
Florida State University	4
University of Wisconsin	3
University of Southern California	3
University of Minnesota	3
Emory University	3
Syracuse University	2
McGill University	2
Western Michigan University	2
University of Washington	2
Kent State University	2
Pratt Institute	2
University of California at Los Angeles	2
University of Oklahoma	2
Simmons College	1
Case Western Reserve University	1
George Peabody College for Teachers	1
University of Pittsburgh	1
University of Texas	1
Other Schools	7
No response	3

Work Experience

The administrator's work experience, library and non-library, was also analyzed. In looking at his library career, the investigators examined both the number and variety of libraries in which each respondent had been employed. As displayed in Table 7, relatively few public library administrators reported experience limited to one or two libraries; almost half have worked in either three or four libraries, and 16% have moved more than five times.

Table 7

Number of Libraries Worked In
(Public and Non-Public)

Number	Percent
1	13
2	7
3	27
4	19
5	17
6	11
7	3
8	2
More than 8	0
No response	1

With respect to range of library experience, this group of respondents is almost equally divided between those who have spent their careers in the public library field and those who have also been employed in other institutional environments. Of the 52% who have had other than public library experience, by far the largest proportion (63%) have worked in academic libraries. In addition 39% reported previous employment in special libraries and 29% have worked in school libraries.

Information collected on non-library background indicates that one-quarter of the respondents have held teaching jobs but that no other single profession is represented by more than 1 or 2%. Various positions in industry or government account for the next largest number reporting occupational profiles, while one-quarter

of this administrative group stated that they entered the field of librarianship without prior working experience. Military service was reported by 27%.

Professional Orientation and Activity

It is a reasonable hypothesis that people who are change oriented are likely to be active professionally outside their immediate situation, and research on other occupational groups tends to support this assumption. Consequently an effort was made to determine how "cosmopolitan" the public library administrator is with respect to his organizational affiliations and participation, and also to ascertain the character of his other professional activities. Over three-fourths of the respondent group are members of at least three professional organizations.

Table 8

Total Number of Professional Organizations Listed (Library and Non-Library)

Number	Percent
1	4
2	17
3	31
4	23
5	18
6	3
7	2
8	1
9 or over	0
No response	1

In order to obtain some measure of the extent of respondents' participation, a number of cumulative "points" were assigned for membership, attendance at meetings, current committee work, and recent service as an officer.* The results of this rough weighting display a range of participation within the group.

Table 9

Nature of Organization Participation

	Percent
Low (0-14 points)	37
Medium (15-27 points)	46
High (28 points or over)	15
No response	1

Of the respondents 97% belong to one or more local, state, or regional library association and the high incidence of participation at this level is in sharp contrast to the absence of multiple national affiliation. With the notable exception of an 88% membership in the American Library Association, fewer than 5% belong to any other national library or information organization.

*One point was assigned for membership; three points for attendance at meetings; four points for current committee work; five points for service as an officer within the last five years.

Table 10

Membership in National Professional Associations

	Percent
American Library Association	88
Special Libraries Association	4
Public Library Association	4*
American Society for Public Administration	3
American Society for Information Science	2
No response	1

With respect to additional professional activities, 65% of the administrators reported participation in regional planning efforts, 48% have contributed to the the literature, and 47% have conducted studies or surveys of other libraries. Other activities mentioned include consulting, lecturing, teaching, and work with local legislatures and governmental committees.

The study also examined the sources to which administrators turn for ideas and for professional stimulation. Respondents were asked to rank several sources in order of relative importance to them.

*Membership is undoubtedly higher since it is likely that many did not include PLA due to its status as a subdivision of ALA.

Table 11

Relative Importance of Professional Sources

Source	Rank Order
Other librarians	1
Professional library journals and other literature	2
Librarians on your staff	3
Special institutes and conferences	4
Library meetings	5
Literature outside librarianship	6
People outside the library field	7

The people outside librarianship named most frequently were businessmen, officials in local government and persons active in community and civic affairs. Journals in the field of management science were cited as the non-library literature of greatest value.

Career Choice and Career Satisfaction

While we do not know from the following question the point in time when members of this group chose to become librarians, it is of note that at least 41% made the choice while working in a library or library related activity.

Table 12

Time of Choice to Become a Librarian

	Percent
During high school or before	14
As an undergraduate	8
During graduate school	2
While working in a library or a library-connected activity	41
While engaged in another career or occupation	28
After military service	1
Other	3
No response	3

The major factors determining this choice were librarians and a liking for books.

Table 13

Reasons for Choice to Become a Librarian

	Percent
I was influenced by a librarian I knew	53
I always liked books	48
A member of my family was a librarian	12
As a result of vocational counseling	10
Other factors	49
No response	2

Included among the other factors named, and in order of frequency, were economic and job market considerations, satisfactory working experience in a library, negative reactions to another occupation and informal advice.

In response to a general question, "What type of librarian did you expect to be originally?" 74% named a type of library.

Table 14

Original Library Career Interests
(Specified by Type of Library)

	Percent
Public	40
Academic	22
School	7
Special	4
Other	2

One-third indicated having an early interest in a type of library work.

Table 15

Original Library Career Interests
(Specified by Type of Work)

	Percent
Reference work	17
Administrative work	8
Technical services	4
Clientele services	3
Other	2

Library school seems not to have played a role in making career decisions. Only 24% reported that their interests were changed in any way during library education while 73% said they were not.

As a group they are satisfied with their choice of a library career. A large 87% said that if they could do things over, they would choose librarianship again. Answers to a question asking how they would name their occupation in some formal place such as a passport application indicate that they think of themselves as belonging to the profession of librarianship rather than as members of an administrative class. About 85% said they would give the occupation of librarian while 15% said library director or administrator.

This orientation is supported by answers to the question, "At what point did you decide to go into administration?" The answers are shown in Table 16.

Table 16

Time of Choice to Enter Administration

	Percent
I never consciously decided, it just happened	46
From the beginning	25
After some time as a librarian	22
During library school	5
Other	2

While 69% report they have never seriously thought of getting out of administration altogether, still 30% mentioned giving consideration to such a move. Of this group 34% would return to professional work, 24% would go into library school teaching and 31% have considered the possibilities in full time consulting work or in library related endeavors such as publishing. Of this group 31% have considered leaving librarianship altogether for positions in government or in a variety of commercial ventures.

Role Expectations

Asked to identify (in an open ended question) the most important functions of their present roles, almost half of the respondent group cited program and service development as a dominant concern, although only a small percentage provided details about the precise nature or direction of such development. Improved service to disadvantaged elements was specified by a small percentage with scattered references to adult education or outreach programs and the enlargement of non-book services. Staff recruitment and training was deemed a prime responsibility by one out of three administrators, and plant expansion--either a new building or the addition of branches--by one out of four. Collection development was mentioned by 13% of the respondents. Other important aspects of the administrative role specified with less frequency include long-range planning, the improvement of operational efficiency, securing better financial resources, and the provision of leadership and direction for both area and system growth.

In addition to these fairly predictable role definitions, a considerable number of the public library administrators who answered this question exposed some concern about the contemporary role of the institutions they serve; variously expressed, approximately one-third perceive a necessity for more effective public library attention and response to community needs, for revitalization of the library image as an involved community service agency, or at

the very least, for more active promotion of existing library wares.

Job Satisfactions

By and large these public library administrators appear comfortable in their leadership roles and with their acknowledged responsibilities. One-third report a feeling of achievement and accomplishment as one of their primary job satisfactions (largely from the expansion of plant and services) and one-fourth find the ability to lead and direct a source of enjoyment. Recognition is important, and close to one-third cite the rewards of community respect or status in both local and professional circles. Mentioned with some frequency too were the variety of library interactions with the community and its service aspects. Further, 21% report they enjoy working with the staff and 7% find particular pleasure in planning new buildings; only two respondents specify collection improvement as an especially rewarding aspect of their positions.

Frustrations and Dissatisfactions

Budgetary concerns and the shortage of qualified staff share top priority as sources of dissatisfaction and frustration for public library administrators; each factor is specified by one-third of the respondent group and one or the other or both by well over half of them. Staff apathy and contentment with the status quo are mentioned by a small percentage as an added dimension of personnel difficulties. Approximately one out of four administrators reported that dealing with local government and political structures was a frustrating experience. They reported further that the struggle to win attention from generally disinterested officials--and, to a lesser degree, board members--is a continuing irritation. Also 10% specifically deplore the red tape inherent in a bureaucratic structure and 10% would like more time to plan and less paperwork. Of some interest is the finding that the user component ranks conspicuously low as a source of dissatisfaction for this administrative group. Only 7% report difficulty from this quarter, largely expressed in terms of a perceived lack of user interest.

Present Mobility

In attempting to bring about change in his immediate situation, the administrator who is prepared to move if necessary has an advantage over the administrator who is not. If factors other than professional loom too large in making job decisions, the administrator may be forced to forego challenging new opportunities. Answers to the question, "Which of the following best describes how you feel about making a job change in the near future?" suggest that the respondents are fairly settled where they are (perhaps not surprising in view of their age distribution).

Table 17

Interest in Making a Position Change

	Percent
I am pretty well settled where I am. I do not anticipate a change	48
While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change jobs if the right opportunity came along	33
I have only recently taken this position and therefore do not anticipate a move in the near future	14
I am actively interested in making a job change	4
I am about to retire	1
No response	1

Further substantiating the relative lack of mobility exhibited by these respondents were answers to, "Ideally, what would you like to be doing five years from now?" Of the respondents 51% stated that they would like to be in the same library (with qualifications such as given increased support and facilities or improved personal rewards added by about half). Retirement was anticipated by 26% of the group, and 17% would hope to be elsewhere. Of this latter group the largest number would select work in an academic library or devote their time to teaching and consulting activity.

What factors enter into the decision to stay or move? When invited to explain, two-thirds of the respondents who plan to remain where they are specified gratifying aspects of their jobs while less than 10% mentioned other factors such as family interests, living conditions or the character of the community environment. One-third cited approaching retirement as the critical dimension. Almost half of these settled administrators see--and apparently welcome--further challenges in their present library situation; others are animated by the desire to stay and enjoy perceived accomplishments, or by favorable assessments of staff commitment and community support. Only one respondent mentioned salary as a reason for leaving. The smaller number of respondents who would be willing to move on appear to be motivated by a wider range of equally weighted job and personal considerations. Salary is important here and mentioned by over three-fourths. The wish to meet and deal with new challenges and satisfactory climate and location appear next in order of frequency and one-third indicate that the degree of library support enjoyed in a new situation would be a dominant factor. The culture of the community and other aspects of the institutional environment received incidental mention.

Change Attitudes

In addition to an examination of personal characteristics thought to be associated with change propensity, the study also directly probed the change attitudes of administrators. A series of both closed and open ended questions probed such key areas as the degree to which the administrator feels that libraries are meeting community needs, his satisfaction or lack of satisfaction with the status quo of the field--its associations, schools, the processes of advancement in the field and with the types of people entering the field.

Specific library change possibilities were explored in more depth. These included automation, information retrieval, unions, and interlibrary cooperation. Throughout the questionnaire evidence was sought as to the degree to which administrators are committed to an active rather than a passive role for the library. With the public library administrator particularly, the concern was whether they are prepared to accept a community responsibility involving such factors as reaching the unreached, information provision, and an active stance with regard to intellectual freedom.

THE NEED FOR CHANGE. Answers to general questions regarding the need for change are mixed. The largest percentage who took a position with regard to "Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession," was 55% who disagreed. A slightly higher percentage agree rather than disagree with "Those coming into the profession ought to be prepared to learn before they suggest changes." A higher percentage (44%) disagree with the statement "Libraries have simply failed to respond to changing times and needs," while 39% agree. Of the respondents 55% disagree that "While it is true libraries need to change, change is well underway and will come about naturally," while 33% agree. Almost two-thirds agree that "If public libraries don't change, other agencies will take over what should be their function." Only 13% disagreed with this statement.

Respondents were very much divided on the question, "Charges have been made that by and large the public library is failing to meet the needs of its community. Please give us your estimate." A relatively small proportion were in full agreement as illustrated by the following quotations:

> I agree with the estimate. The library services in the American cities with which I am acquainted fall considerably short of meeting the needs of those communities.
>
> I only know this library. Here it is true.
>
> I feel this is true in many areas. The information function of a library is scarcely tapped. The service to persons outside the middle class mainstream is still at a low point. Unfortunately I see many in key positions who could care less!

More frequent were the respondents who strongly disagreed. In frequency they far outnumbered those who agreed. But their numbers were only 15% or so of those who responded to this question, since most answers were qualified to one degree or another:

> I disagree. In comparison with some other institutions, the public library has displayed real flexibility often within a framework of severe financial and organizational restrictions. I predict that its purpose and goals will be brought into even sharper focus in the next few years and that it will become even more responsive as a result.

> I don't believe it. Libraries are fulfilling a library role. They are not social agencies and should not attempt to be.
>
> I feel that the public library is meeting the needs of the community. The fact is that I think we are not only serving as a public library but as the school library. With school libraries closing when classes are dismissed, the students rush to the public library.
>
> A few years ago--yes, but now we are beginning to relate much more successfully.

Some qualified their agreement by identifying the problems as limits of funds and staff, or of general community support.

> This charge may well be true, but when the library has to fight for funds for bare existence, there is no money for the projects that most libraries would like to undertake. School libraries are taking away our juvenile patronage. College students seem to form our largest clientele along with high school students.
>
> The public library is usually in a position of being on an extremely shaky financial basis. This situation cannot help but limit the institution's ability to provide quality library service in broad terms. I personally feel that libraries are generally in the forefront in providing public service. We happen to find ourselves in a "no money, no ticket" situation.
>
> This is true because most libraries suffer from inadequacies either in trained staff, lack of funds, poor housing, disinterested city council, or library board.

Still other respondents saw the failure as one of a larger public service syndrome:

> In a way, I agree, to some extent. The public libraries have remained dormant. But the community has failed also. Rarely do they fight for budgets. In some instances the community is not aware of the resources of the public library, and it (the community) fails to solicit the aid of the public library.

What institution is meeting those needs? Indeed, who is so rash as to feel capable of defining those needs? Libraries are as well aware of their own shortcomings as any. They are doing a good job in trying to improve.

Possibly so--the library like all of society is caught in a vortex of revolution. It is hard for many to see and realize and to change with or ahead of trouble. The library (and its personnel) must be active. It is necessary to learn what is needed and where and to relate by acting. Library services must become known and directly useful to people. It is not enough to exist and hope that people find the service. Many of those who need our services are unaware of them and lack the knowledge and sophistication to use them properly.

Yes, but this is not uniquely a library failure. It is also true of most urban agencies who have to adjust their role and find sources of support in a rapidly changing environment. However this does not relieve us of the responsibility to find our own role.

> I believe the public library is meeting the needs of the communities about as well as any other public service agency. There will always be room for improving. I haven't seen any perfect agencies doing anything. Look at the schools.

Some who felt the public libraries were failing offered specific explanations:

> The public library fails to meet its potential because librarians do not take advantage of the relative lack of legal constraints, because they accept the traditional rather than an innovative role in society, and because the educational and cultural needs of adults are not as easily defined and analyzed as needs for highways, sanitary facilities, and housing, etc.
>
> If libraries are failing, it is largely because we fail to communicate.

> The library (my own included) has been a middle class institution,and still is. Most librarians are middle class too, and don't want to work in the slums and ghettos where the real challenges lie. However this is partly the fault of our education system. Considerably more innovation and drive is required of both educators and librarians if we are to reach the group most needing our services.

But some felt that it was not possible to generalize, so they depended on individual situations.

> Some are, some aren't. It depends on a lot of factors, and I haven't the data or breadth of observation to generalize.

> This is partially true, but it varies greatly from community to community. Our big job as it always has been, is better to make the community aware of how much we <u>can</u> do for it.

SATISFACTION WITH THE STATUS QUO. Several questions explored the extent to which the administrator is accepting or critical of the status quo of the field. Overwhelmingly they agree that "Despite other factors, advancement in most libraries still depends largely on ability." Only 5% disagreed with that statement. Nor do they think that "Getting ahead in this profession depends on knowing the right people." Only 8% agreed with this statement, while 72% disagreed. In answer to "There is probably not much the average library administrator can do to effect change much one way or another," 81% disagreed while only 6% were in agreement. Yet 64% agree that "Little can be done to effect major change in libraries until those who control funds are educated as to the value of the library."

They were divided on the issue, "The leadership in this profession by and large is conservative and largely concerned with protecting the status quo." While 41% agreed, 45% disagreed. They did agree (85%) that "Librarians have accepted low salaries far too long," and 57% agreed that "Librarians in general are far too timid and passive," while only 26% disagreed.

Criticisms of library education in response to "Library education has come in for criticism regarding whether it is meeting the real needs and problems of the field. What is your assessment?"range from those who would prefer a more theoretical approach to those who condemn the "ivory tower" nature of professional education:

> Too much "ivory towerism"; too much stress given to"professional"and "non-professional" duties. Library school students too often approach their first jobs with an "I know everything" attitude. (They don't).
>
> More library schools turning out more theoretical librarians are needed, and a broader base of education for library technicians is needed. The profession must accept the technician level as valid for most of the work we do and give the professional more skill for planning and program development. The library educators are not at fault. We just don't know how to use the product to the best advantage.
>
> Too many graduates equate professionalism with snobbery. They avoid work loads, dirt, and manual labor. They can expound for hours on theory and philosophy of library science, but feel status has been diminished when asked to charge out a book.
>
> I believe they need to make a greater effort to recruit a different type of people. Also they need to find some means of keeping faculty in touch with developments in the world of practicing librarianship. Get out of their "ivory towers."

Some few decry the lack of intellectual leadership:

> I have not made an assessment so comments are superficial, but I am inclined to agree with the criticism. It does not seem to me that the library schools are performing the basic research that librarians should need for one thing, and I am not sure that they are providing on the whole the intellectual leadership that the field needs from its academic arm.

And a small group felt that library education was "good" or at least growing stronger:

> If education for librarianship keeps pace with new developments in mechanization, cooperation, systemization and administration-level training, it should be adequate. Not all schools do all of this yet.
>
> Still a bit anachronistic, but coming along.

The inherent dilemma of a practice which desperately requires, or thinks it does, journeymen or library technicians was reflected in some responses:

> I think too many of us expect too much of academic preparation. The field in most cases has no place to properly use the kind of staff many of us say we want.

The question of relevance was also introduced:

> I believe it is not abreast of the major problems, such as ghetto and rural service, public library consolidation under the public schools, and the need for cataloging at the source.

A continuing strain was the sore need for those trained at a technicians' level:

> The emphasis on what is truly professional in recent years has been good, but the lack of technicians' education and of journeyman values has destroyed the benefits of this emphasis. True we need better chiefs, but Indians are needed badly and the library educators (among others) have resisted the efforts to supply them.

Respondents were very divided on the issue, " In recent months there has been open criticism of the American Library Association in its leadership role. Please give us any comments you care to make on this issue." A sizeable number indicated

that they would not comment or were not informed enough to comment. A significantly larger number were strongly dissatisfied than were satisfied, although there were a few who felt the association was doing very well, or that American librarianship was getting what it deserved. Representative of the favorable responses were the following:

> I think the A.L.A. has done an excellent job. Yes, they have not followed every new notion that has come down the pike, but they have helped gain prestige and support for the libraries. Look at the federal program. A.L.A. is conservative, but so is our society--look at the last election returns. A.L.A. has avoided getting too far ahead of its membership and the librarians in the field. If it did it would lose the support of the library boards.
>
> I can't see that the association stands in the way of any individual or group which really wants to lead. Its structure is flexible enough. I am suspicious of people who always want to change the laws to accommodate their activity. Most of them don't produce even when given the chance. The best way of changing the direction of the organization (or waking it up) is to produce attractive results.
>
> In general A.L.A. does a pretty good job. In one respect it reminds me of a small town I once worked in; all the same people always turned up in charge of things--I suppose because they knew how to get things done and would do it.
>
> Younger members are undoubtedly correct in their point of view, but I think the Association's philosophy is sound, if cumbersome.
>
> I believe A.L.A. "does the best it can." It's always easy to criticize.

Those respondents who were critical identified many specific targets. Some were exceedingly bitter in their indictments:

> Our association has become too damned bureaucratic. It tries to be all things to all men. As a result there is little or nothing of value for anyone. It should be organized by first limiting membership to professional librarians. Then it should drop most of the interest groups. This simplification of its structure would give it strength and direction.

It is failing the average member--no gathering of meaningful statistics, no drive to improve salaries, and no quality services as a headquarters professional library--either materials or staff. Too much organization, words and red tape.

Association officers and committee members generally are ineffectual and most interested in self-aggrandizement--too many "wheels" are over fifty. Civil rights activity is not a library association function.

Form without substance; committees searching for a purpose; debate without conclusion; mediocrity incorporated; panel discussions; exhortations and exhibitions; good-time Charlies and opportunists; the social role of the library assigned to a round-table even if they don't know what to do about it; what leadership role? What leadership?

It does seem that A.L.A. drags its feet in many respects. Also the call for practical assistance to A.L.A. staff is handled very tardily, inefficiently, and ineffectively in my experience. A.L.A. should be blazing new trails for the space age!

For some few it did not seem to matter, or the times were not right, but all would turn out well in the end:

How can you assert leadership when there's nothing much to lead?

Any leadership which A.L.A. may have exerted in the past has been through a few strong individuals. I get the feeling that we are somehow between generations at A.L.A. The leaders there were for a long time individuals who held top jobs in the few really big and important libraries. As the field has grown these people don't make as big a splash as they once did, and those who are assuming the mantle are less well known and less able to rally support though probably just as capable. I get the feeling that some of our candidates for A.L.A. offices are more interested in what the office can do to advance their personal interest than in what they can do to advance the association. This doesn't worry me particularly. I think the pendulum will swing back in a few years. The association will probably be weakened somewhat by the experience and will be forced to narrow its scope of activities in order to regain its strength. This may not be a bad thing.

> I care when a socially progressive A.L.A. resolution is adopted. But I also feel that an institution (and A.L.A. is one) can make itself ineffective by drastically departing from its primary objective. I believe in natural evolution. The leadership and the role of A.L.A. will follow as the profession of the librarian changes. Right now we need the stimulation and ideas of the "young Turks" and they need the stability of the traditionalists. There is room for both.

Respondents were very divided on the question, "Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?" Roughly half felt that librarianship was doing as well as other fields, as well as could be expected, and that the type of individuals selecting careers in librarianship was an improvement over earlier periods:

> I am more impressed than ever with the kind of graduates. I think we get some excellent people.

> People attracted to librarianship are no different from those attracted to other professions. I believe the people in librarianship are just as good and just as bad as they are in other fields of endeavor.
>
> The young librarians I have met and worked with in recent years have, for the most part, been quite impressive, so I'm not sure we need to worry about this. I think the higher salaries and better fringe benefits that are in the offing are going to take care of most of the problem. Undesirable people who decide to enter the field will be the dropouts in a state of shock when they find out what is expected of them on the job, and they can be replaced more easily as the profession improves its economic position.

But equally as many respondents feel that the wrong people are being drawn to the field. The reasons advanced and the suggested solutions were highly variable. Selection criteria were identified passionately by some:

> I do think the library school should be more discriminating in their selection of students. Too many misfits are floating around--many could have been weeded out in library schools before admission. Also we need to have people with vision and a commitment to library ideals of service. How to lure these people into the profession is the question.
>
> There are all kinds and there may be places for all. The book knowledge seems to be lacking, but so may the books before too long. Unemployables are the real problem--among these are the non-citizens with language difficulties and limited backgrounds for public service.

Age of recruits was seen by a number as highly crucial:

> We should try to attract younger people. Most students are older and married, going back to school after the family is raised.
>
> The young image should be more encouraged, certainly. More attractive salaries especially in the beginning range are needed.

For others the deficiency was seen as the limited leadership potential of most recruits:

> For the most part we do not get leaders in librarianship. Many students want to retire at an early age and not accept the responsibility of the profession.

While some respondents specified the need to draw distinctly different types:

> I don't think we need to change the type so much as to attract new types to a changing profession. The character of the profession itself, in the years ahead, will determine what kinds of people are attracted to it. And the character of the professional will be determined by the really powerful need to project the library into every facet of community life.

> One type needed is mathematicians. Another is persons trained in scientific methods (preferably with mathematical backgrounds). The third is musicians and artists of various specialities. A fourth is graduate social workers. The library profession should have cooperative arrangements with other professions to take advantage of these types--without interference by state certification boards whose members object if library employees in special activities don't have library degrees.

The first choice of a career in librarianship, rather than the attraction of retreads from other fields, was identified as central by some:

> I think the library field should make its greatest effort to recruit people before they become invalid in another profession. The greatest limitations of personnel appear (in my experience) in those who entered the library field after they were already worn out as a teacher, etc.

> Need more young people with outgoing nature and adaptability. We don't need those who choose librarianship as a route of escape, or because they don't want something else. It should be their first choice.

But for some the crucial issue was not the choice of recruits, but the image of the profession which tends to influence such choices:

> For one thing there is that old cliche "the image of the librarian." Even today young people are not overly impressed with the appearance, personality, or work done by librarians. The predominant users of libraries are young people, but the libraries are run by an older and often unsympathetic generation. Any profession which can offer adequate remuneration, prestige, or status, and satisfy youthful idealism will attract the right people.

CHANGE POSSIBILITIES: The computer is viewed positively by the majority of this group. Only 28% agree that "The computer offers some but no major advantages to public libraries," while 56% disagree with the statement. Almost 70% agree that "Major improvements in local service can be expected from increased interlibrary cooperation." Only 13% disagree. And 76% agree that "A technician level is needed in libraries to relieve the time of the professional," while 7% disagree.

In response to an open ended question about how much the future of public library information services is tied to the development of regional and national networks, the replies were strongly supportive of network development, and perhaps there was more agreement about this as being an expected trend for the future than any other question. Even so there were a strong number who, while endorsing the idea in principle, felt that the ultimate vitality of information service would remain with the local institution. Illustrative of these responses were the following comments:

> I believe that information networks composed of a strong network but weak individual units will be more trouble than they are worth. The aim should still be strong local units.

> Cooperation is important, but no network is going to be better than the individual libraries. The sum is not better than the parts. Improvement in library service rests on development of local service.

> The "grass roots" concept is best.
>
> The network system can help, but I estimate that less than one-half of 1% of public library activity will utilize networks to serve the public.
>
> The trend is in this direction, but I feel that not all virtue rests with large size. My guess is that 75 to 90 percent of public library work can be accomplished with a collection of 25,000 volumes.

There were a considerable number of respondents who felt that the network was the only salvation for the public library and if it did not come to pass, the future would be bleak:

> I believe this to be the most certain of library developments--and that the concept of such networks must be a major element of library planning (perhaps the major element).
>
> The local public library, in my opinion, that does not become part of the network in the near future will fall hopelessly behind.

Still there were those who were thoroughly pessimistic:

> Until librarians take a more professional outlook (and it will take a good many funerals) nothing will change the cooperation scene in this state.
>
> There won't be much change unless it's legislated. We're all too interested in preserving our precious autonomy.

The sum of the responses was to suggest that this was,perhaps, the most widely shared value among the public library administrators. But the specific instruments for achieving it, and the degree of optimism with regard to its utility for local support, tended to be as highly variable as the responses to some of the other questions which tended to elicit far more fundamental types of disagreement.

Respondent views of the effect of the "Information Revolution" were highly variable. A significant proportion of those who responded identified the fact that while changes would doubtless come, they would be very gradual, would affect procedures most, and would not alter the need for the librarian or the book:

> The "Information Revolution" will be used in business operations of libraries, in storage of little used materials and the circulation systems. I do not think it will be used to replace reference librarians.
>
> Libraries need intelligent librarians to work with patrons who need information but don't know how to ask for it. EDP can be a big help at clerical chores.
>
> The "Information Revolution" should have an impact but if we plan to use it, the results need not be radical. Books must still be a major resource.

For some few the claims seem exaggerated and hold no great promise for most public libraries, or perhaps for their library:

> Too expensive for medium and small libraries.
>
> Nothing successful yet. Too new to realize benefits.
>
> Not yet practical enough for most libraries.

Some identified the beginnings of systematic regional developments with reliance on technology:

> I believe something like the pattern we are developing in this area will spread on a broad scale. That is, the development of high level computerized information centers in the universities and research centers subsidized by federal and local non-university funds with provision for access to the centers by the general public through their public library's reference department.

A small number differentiated specific functions and spoke of the way in which information retrieval will play a different and unique role not now evident:

> Public libraries must become agencies performing two functions in the community--information center and public library. By "public library" I refer to the work with children, providing popular fiction and nonfiction, organizing discussion groups, etc.

> It is not clear to me when and how it will happen, but it seems likely that the pattern of library service will be modified radically along functional lines. The present public library "catchall"--"all things to all people" will probably change the most. It would seem logical for the information function to be separate from the others.

Respondents were sharply divided on the union issue. In responding to the question "Unionization appears to be a growing trend in libraries. Please give us your view regarding the desirability of unionization of academic libraries," some of the group were vehemently opposed, while others were less forceful. Their reasons were varied:

> I am strongly opposed to unionization. At the same time I am aware that local unions have helped this city's salaries go up, ours along with police and fire. It does not seem professional for librarians to be affiliated with A.F. of L.- C.I.O. Nor does it seem professional for teachers to belong to a union other than their own professional associations. I am opposed to strikes. All you are doing is striking against the public.

> I am completely opposed to unionization of government employees. I do not believe anyone has the right to strike against the public and any strike of government employees is exactly that. Since the strike is the only effective weapon of unions, my opposition is automatic.

> I do not believe in unions "for their own sake." Much of the union movement is anachronistic in this day and age. If employees feel they are being extorted, then by all means unionize. If not, why simply furnish funds and fuel to professional union leaders.

> I think it is very unprofessional. Those in the professions have an obligation to serve. Resorting to strikes and other union type activities would lower the respect of the profession by outsiders. Salaries are being elevated quite rapidly now and the trend should continue, particularly in view of the librarian shortage. My own staff recently showed no interest in this subject, stating that administration had their interest at heart and was doing as much as anyone could.

An equal number was supportive of unionization but ranging from active enthusiasm to grudging acceptance:

> Had public libraries had unions for the last twenty years their salaries and fringe benefits would now be much better than they are. The library directors have had to fight single-handed. It has been a tough battle. Our staff still works nights and Saturdays without added compensation.

> I have no problems about this. The administrator should welcome a good union and try to make sure that it is a good one, i.e. that it truly represents and is responsible.

> Why not? Organization is good as long as it improves conditions of employment, bad when it overrides the purpose of the institution. Keep the organization and the institution in balance, but this has not been achieved in other fields.

> Unions are often in a much better position to obtain economic benefits from funding agencies than library administrators. Unions are coming, whether or not we consider them desirable. There will be a difficult transition period before they become stabilized, but we must learn to work with them and recognize that the days of paternalism are disappearing.

Some few respondents felt unions to be inevitable--and in some cases felt that for the clerical workers they could be useful, while in other instances broader unions of municipal employees(not just library workers) were seen as more likely or desirable.

> Technical, clerical, and maintenance employees would benefit from unionization. Improved wages, benefits, and working conditions for those employees would lead to same for administrators, would also force labor saving methods and better definition of skills and responsibilities.
>
> Obviously unions are a symptom not a cause of problems. A more effective role by A.L.A. would have forestalled creeping unionism. But the smaller libraries still need help for their poorly treated staff.
>
> It is coming but only as librarians merge with other groups. Librarians are not essential to the day-to-day life of their communities to stand alone like police, firemen, garbage collectors, etc.

PASSIVE-ACTIVE ORIENTATION. Several key questions explored the attitudes of the group toward the public library's role along a passive-active dimension. Of the group 62% disagree that "There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training." Further, 84% agree that "People shouldn't act as if serving the recreational reading interests of people is not a legitimate library function." But 74% feel that "Public libraries should be willing to take on more of a community service function." The reaction to "While reaching unserved elements is desirable, most libraries have all they can do to keep up with their present users," showed 34% in agreement and 63% who disagree. Similarly only 12% were prepared to agree that "Libraries are essentially for those who choose to use them, not to seek out those who have no interest in reading or books."

Reactions to "The record of the library profession with regard to civil rights has been weak" were mixed. Of the respondents 33% agreed and 42% disagreed. There was agreement by 52% that "The profession needs to take a far more aggressive stance on intellectual freedom than it has in the past," while 19% disagreed. Opinion was divided on another critical public library issue: "Public libraries are having to do the job the school library should be doing." While 45% agreed with the statement, 35% disagreed.

The book orientation of administrators is reflected in answers to several questions. Almost three-fourths disagree with "Who cares what numbers go on the books; let's just get them on the shelves." Two-thirds feel that "Despite advocates of the newer media of communication, the book will remain supreme." In addition 55% agree that "Librarians need above all to know books," while only 28% disagree.

PART TWO

THE SITUATION OF THE LIBRARY ADMINISTRATOR

The library administrator cannot be examined totally apart from the organization in which he functions. His job attitudes are related to the realities of his situation while his general attitudes toward change in the field need to be cast against changes occurring during his administration. Given a propensity to change, factors in the immediate situation can be both inhibitive and facilitating. For these reasons over half of the questionnaire was devoted to questions regarding the immediate local situation of administrators.

In addition to seeking information regarding the nature and extent of changes taking place in public libraries, an effort was made to determine the "change capacity" of libraries. Organizational factors upon which there is some general consensus among organizational specialists as being related to an organization's ability to adapt and to innovate were explored. Since a range of factors were examined, nc one was explored in depth. Findings must therefore be considered in this light.

The Library's Community

The public libraries in the survey serve populations ranging from 100,000 to over two million.

Table 18

Size of Population Served by Library

In 1,000's	Percent
100 - 184	47
185 - 299	26
300 - 599	17
600 and over	9
No response	2

As shown in Table 19 the public libraries surveyed vary widely in the extent of the geographic area served.

Table 19

Size of Geographic Area Served by Library

In square miles	Percent
49 or less	17
50 - 199	12
200 - 499	18
500 - 999	20
1,000 - 1,999	13
2,000 - 2,999	2
3,000 - 3,999	2
4,000 - 4,999	0
5,000 or over	6
No response	11

The libraries surveyed also varied considerably in terms of income.

Table 20

Library Income*

In 1,000's	Percent
99 or less	3
100 - 249	14
250 - 499	26
500 - 749	26
750 - 999	10
1,000 - 1,999	10
2,000 - 2,999	6
3,000 - 4,999	4
5,000 or over	2

*This table did not emerge directly from data collected, but was constructed as part of sample analysis.

The Nature of Public Library Service

No precise measure of the service of public libraries was employed, but several questions did explore the nature of their adult services--service to groups and library sponsored programs. Of particular interest was whether or not public libraries generally have developed special programs to reach disadvantaged elements. The types of adult programs and services offered in the last year reported are shown in Table 21.

Table 21

Library Sponsored Programs

	Percent
Film programs	78
Book programs	75
Art showings	69
Library orientation programs	65
Special programs to reach disadvantaged elements	62
Musical programs	52
Adult education classes	43
Literacy programs	23
Other	25
No response	6

Other programs named included lectures on subjects of current community interest and programs tailored to particular groups such as senior citizens.

In Table 22 are shown the types of services to groups offered by public libraries.

Table 22

Services Offered to Groups

	Percent
Book talks	94
Provision of meeting rooms	87
Program planning assistance	72
Supplies resources	55
Other (e.g., library tours)	11
No response	3

To gain an indication of what elements in the community are being reached by public library services, the types of groups and organizations the library works with most closely were solicited.

Table 23

Groups Worked with Most Closely

	Percent
Schools	58
Community service and welfare agencies	35
Churches	32
Nursing homes and hospitals	29
Community improvement and promotion agencies	22
Recreation and hobby groups	19
Senior citizens	10
Business and professional organizations	8
Cultural groups	6
Other libraries	3
Blind, partially sighted, handicapped	3
Other (e.g., departments and officials of local government)	15
No response	21

The provision of reference service was directly probed by asking: "Aside from service to the general public, what groups agencies, and interests do you give the most reference service to (such as business and industry, genealogical interests, students and teachers, urban planners, and local government, etc.)?" The responses are shown in Table 24.

Table 24

Reference Service to Groups

	Percent
Students and teachers	72
Business and industry	63
Local government	36
Genealogical interests	35
Urban planners	15
Vocational interests	14
Community service agencies	12
Cultural groups	9
Individual investors	5
Other (e.g., other system libraries, women's clubs)	7
No response	13

Public library involvement with organized community improvement efforts was specifically probed. While the nature of the library's involvement was not penetrated, it was interesting to note that the myriad forms of local organizations in the culture were identified by one or another respondent. In terms of those most frequently named, the public library can be seen to have some relationship to Head Start programs, Community Action and similar programs, and Model City programs, while many provide service to local planning and urban redevelopment agencies.

The traditional cultural organizations were named as adult education programs by a few. What the wide range--from Jaycees and Junior League to Black Students' Coalitions--suggests is the potential for group service on the part of the public library. In terms of the relatively small percentage identifying community service and improvement agencies in response to earlier questions regarding group services, public library involvement with community development agencies is limited.

By these various social service indicators, the public library is engaged in conducting its own programs, principally film and book programs, but also art showings and library orientation programs, while over half do have special programs to reach the disadvantaged. Book talks and provision of meeting rooms are the principal services given to groups. Reference service is given chiefly to students and teachers and business interests, while schools are the organizations worked with most closely by public libraries. Probably all make some effort to serve community development programs, but this is a peripheral not a central function of the public library.

Change in Public Libraries

In examining changes which have occurred in public libraries during the last four years, the investigators sought particularly to determine the degree to which public libraries were moving into an active dynamic role in their communities, seeking out new clienteles, and extending programs and services beyond those of the traditional lending of books. The basic question was whether the nature of change in the public libraries was essentially procedural (the more commonplace type of institutional adaptation) or whether fundamental changes were taking place in the goals and purposes of the organization. The analysts sought also to determine the rate and the extent of the changes which had been taking place, so as to be able to characterize reasonably the broad sweep of activity among public libraries along this dimension. Changes reported by respondents are shown in Table 25.

Table 25

Major Changes in Respondents' Libraries
from 1965 to 1969

	Percent
Building expansion (new buildings, renovation of buildings, purchase of bookmobiles, etc.)	81
New or greatly expanded service to users (reference, readers'advisory, etc.)	76
Other changes affecting your library collections and materials (such as substantial increases in special types of materials)	74
Substantial salary increases	70
Introduction or expansion of library sponsored programs	66
An extraordinary increase in the money available for materials	65
Major improvements in interlibrary loan	60
Major change in procedures for processing materials (ordering, cataloging)	60
New or greatly expanded services to groups	59
Addition of new types of personnel	59
Major change in circulation or other procedures including lending regulations	58
Reorganization of departments or change in your overall administrative structure	57
Other upgrading of positions	50
A major change in your selection policy or practices	50
Substantial increases in staff	47
Introduction or further use of data processing equipment	42
Reclassification of your collection	15
Other changes (such as introduction of in-service training program)	51

An analysis of the explanations of changes made indicates that physical plant modifications include the construction of new branch library buildings, enlargement or expansion of older buildings, and the construction of new central libraries. A very high proportion of respondents indicated changes in physical plant as a consequence of activities of the last four years. Additional numbers identified that they were in the planning stages and as a consequence even more physical plant modification

may be anticipated during the short term in many areas with or without favorable elections on bond issues. Bookmobiles constituted another area of increase in physical plant.

While extraordinary increases in the scale of book appropriations were identified by some respondents, in other instances the rate of growth was so gradual as to barely keep pace with inflation. A key factor influencing the scale of acquisitions programs reported by the respondents was the rise in state and federal financial support for such purposes. The nature of collection development and enlargement was diversified. A number of respondents reported the development in depth of specific reference collections while others indicated that greater breadth in the materials had come during the recent period to comprehend collections of films, recordings, pictures for circulation and extension in the use of paperbacks. A number of respondents identified enlarged collections of microtext and in some instances their substitution for older periodical runs.

Changes in selection practice and policy vary widely. In a few instances local policy manuals have been written and a number of respondents report the use of the "Greenaway" plan of automatic receipt on approval of all titles on specific subjects from particular publishers. Special areas of collection development (black culture and history were identified in several instances) received some mention as well. In a number of responses a more liberal stance with regard to acquisition of materials on controversial topics was now more commonplace. Procedural changes tended to relate most to the use of new and better equipment--Xerox, A. B. Dick, etc. There was indication also that externally prepared copy from the Library of Congress and from other sources is tending more widely to be accepted without modification. Very widespread is the attempt to streamline and update procedures as reflected in comments by the respondents. Moreover, new machinery in recording circulation transactions, or general and widespread relaxation of lending regulations, elimination or reduction of the intricacies of registration files, the discontinuation or the lessened effort in overdue notices, and reduction of concern about residency limits all were widely characteristic.

A great deal of activity has been generated in recent years, as reflected in the responses, in improving the capacity of public libraries to cooperate in interlibrary loan efforts. Far greater reliance is being placed on TWX by public libraries through regional and statewide systems. Such programs are receiving support, according to the responses, from state and federal sources, and they rely upon telephone, teletype, and courier services as part of region-wide efforts.

The significant increase recorded in service to users appears to be related to the significant growth in the scale of staff and in support for expanded programs. A number of particular services were identified by respondents including enlargement of business and industry services programs, telephone information services, programs for inner-city residents,and library service to shut-ins. One widely identified phenomenon was the availability of improved copying equipment for public use, ranging from coin operated machines to microfilm reader printers.

While virtually two-thirds of the respondents indicated the introduction or expansion of library sponsored programs during the period, the pattern of expansion of such services to groups clearly reflects the fact that the public library sees itself linked to its traditional clientele--clubs, the elderly, women's groups. There was mention, however, of liasions which are being attempted, through increases in the number of staff members designated for such work roles, with disadvantaged groups and with schools. But in a number of instances such efforts were identified with external sources of support and seemed uncertain as to their continuation.

In the field of personnel administration, adaptations in administrative structure have tended frequently to correspond with modifications in the physical plant arrangements. Where there have been new central libraries a clear trend toward departmentalization and subject division is discernable. And organizational lines are being adopted, according to the respondents, as a consequence of the increased scale of operation and scale of staff, with middle and upper levels of management being introduced into some systems, both of the line and staff type.

While it was not possible to determine the specific numbers engaged in new work roles, it was clear from the evidence of the data that new types of personnel were being employed over a wide range of functions from Neighborhood Youth Corps clerical staff workers to technical assistants in data processing. A number of public library directors reported the use of non-library-school graduates for public service functions. They are variously designated as library technicians, as interns, or as junior librarians. Specialists are being added in such categories as public relations, business management, building management. In addition specialized personnel with non-library backgrounds are being added to library staffs in order to work with disadvantaged communities. Several instances of the use of part-time housewives and college students in order to cover staff shortages were also evident in the data.

Many respondents reported programs of in-service training, apprenticeship and formal and informal classes for staff members. Frequently mentioned were opportunities in the field of human

relations and management. These seemed to be planned within the library or arranged for under local or regional city or university auspices for staff members.

The net assessment of the respondents' comments would suggest that there is a high degree of change, at least measured over a four year term, in the programs of the public libraries. However, the nature of the changes tends to be fundamentally tied to their physical expansion and to the development of already existing programs rather than to fundamental modifications or extensions in the range of their services to clients or potential clients. There are clearly in evidence facility improvements, access to larger collections which comprehend more than books in most instances, and increased scale and size of staff for public service efforts. But the instance of experimental or innovative programs by public libraries is clearly limited and proscribed by a number of factors including availability of qualified staff members and financial support clearly identified with such new efforts. The direction of change is thus to reinforce the public library in its traditional functions and the analysis of the data reveals no major adaptation in other than isolated cases toward non-conventional-user services What is more nearly the case is a gradual expansion and elaboration of the traditional functions and services which seek to accommodate readers and users with the provision of better physical plant and more adequate collections and staff assistants for such continuing purposes.

More detailed information was sought from respondents about two specific types of change--automation and interlibrary cooperation. At the time of the survey 57% of the public libraries who responded had automated some library operation. Typically this was an aspect of their business operations or their circulation procedures. A large number of respondents were looking forward to further adaptations in their procedures for automating processes. In all, 68% specified plans for the future in which book ordering, circulation, cataloging, business operations, and the preparation of book catalogs would be handled automatically. One-fourth of the respondents reported the use of computerization for specialized purposes already; of this group 54% have used the computer to prepare a book catalog, 47% to produce special bibliographies and other listings, and 10% to analyze library use patterns.

The pervasiveness of the regional cooperative program as a growing phenomenon in the public library community is reflected in the fact that 75% of the respondents in the survey identified their libraries as members of regional, statewide, or national cooperative programs, while only 20% reported nonaffiliation.

As Table 26 indicates, the two primary advantages of such cooperative arrangements are increase in speed of interlibrary loan and more ready access to materials.

Table 26

Advantages of Interlibrary Cooperation

	Percent*
Increased speed of interlibrary loan	72
Access to materials elsewhere before not readily available	71
Film service	49
Arrangements made for your users to use other libraries	40
Processing of books handled for the library	9
Expanded financial resources	7
Ordering of books done for the library	7
Acquisition guidelines	4
Promotion of further cooperation--goodwill	4
Other (e.g., more generally efficient operations, wider range of uniform services throughout area served)	14

*Base = those who responded to this question

Internal Change Factors

PERSONNEL. Several staff characteristics were considered to be particularly related to a library's capacity for change: sex distribution, longevity of service, and both past and present educational pursuits.

In sharp contrast to academic libraries, the average male population of public library staffs is 15% (academic libraries reported an average of 37%). As shown in Table 27 in only 22% of the responding institutions do men occupy more than 20% of professional staff positions, and the upper limit is 40%.

Table 27

Proportion of Male Professionals

Percent of Men	Percent of Institutions*
0	15
1 - 10	18
11 - 20	46
21 - 30	13
31 - 40	9

*Base = those responding to this question

Of the libraries sampled, 84% reported that less than half of their staff had been with them for ten years or more. In almost an equal percentage of libraries (88%) up to three-fourths of the staff is composed of persons who have occupied their positions for less than five years.

Table 28

Proportion of Staff Who Have Been With the Library More than Ten Years

Percent of Staff	Percent of Institutions*
0	3
1 - 25	19
26 - 50	45
51 - 75	23
76 - 100	9

*Base = those responding to this question

576

Table 29

Proportion of Staff Who Have Been
With the Library Less than Five Years

Percent of Staff	Percent of Institutions*
0	3
1 - 25	19
26 - 50	45
51 - 75	23
76 - 100	9

*Base = those responding to this question

Of the respondents 51% stated that at least one member of their staff holds a master's degree in a field other than librarianship. Further analysis of the subject areas represented revealed that while only 12% have no one with a master's degree in the humanities, 52% have no one who has done advanced work in the social sciences, and the distribution of degrees in the scientific and technological fields is close to nonexistent.

Table 30

Distribution of Social Science Master's Degrees

Number of Master's	Percent of Institutions*
0	52
1	27
2	16
3	3
4	0
5	1

*Base = those responding to this question

Table 31

Distribution of Science and Technology Master's Degrees

Number of Master's	Percent of Institutions *
0	89
1	9
2	1
3	2

*Base = those responding to this question

If libraries of the future are to develop more specialized user services and are to capitalize fully on the use of the computer, it seems clear that the continuing education of existing staff will be of paramount importance; several questions explored aspects of this issue as follows. With respect to purely academic pursuits, administrators reported one or more staff members engaged in advanced study.

Table 32

Types of Advanced Study

	Percent
Taking individual courses	56
Working toward a master's degree in Library Science	53
Working toward an advanced degree in another field	21
Working toward a doctor's degree in Library Science	2
No response	23

In addition 56% indicated the existence of formal arrangements for personnel to take extended leave for study or travel and in half of these libraries at least one staff member has taken advantage of such an opportunity. Although the findings were inconclusive regarding arrangements, apparently only a small percentage of libraries allow leaves with pay for study purposes.

In 65% of the libraries reporting, some proportion of the staff attended a special conference in the last twelve months (exclusive of professional association meetings). The types of programs attended suggest the wide range of interests of public libraries.

Table 33

Type of Program Attended by Staff

	Percent*
Administration	49
All services to children and young adults	31
Services to special clientele (e.g., business, disadvantaged)	31
Interlibrary cooperation (e.g., TWX, networks)	23
Technology, automation, data-processing	21
Library environment (e.g. community relations)	21
Advanced computer based systems (e.g., MARC, MEDLARS)	20
Collections (e.g., acquisition and selection in subject areas)	14
Educational media and materials	14
Control and servicing of materials (e.g., cataloging, bibliographic control)	8
Other (e.g., reference Governors' conferences on libraries, in-library staff institutes, individual courses in subject areas)	51

*Base = those who responded to this question

One personnel factor was examined in more detail--the use of technicians. In response 84% reported use of technicians or sub-professionals in the library. In addition to performing technical services tasks, non-professionals are being used increasingly in direct service to readers (readers' advisory and ready reference, children's services, subject departments). They are also being used in supervisory positions in circulation and other areas. Many pointed out that these personnel have bachelor's degrees and some noted shortage of librarians as the reason for making this shift in level of task performance.

ORGANIZATIONAL RELATIONSHIPS. Many students of organizations identify resistance to change as a built-in characteristic of the bureaucratic (hierarchical) form. Staff participation in decision making is thought to be related to organizational adaptability. Professionalization of an organization, involving the assumption by the professional staff of the decisions related to the goals of the organization, is thought, despite its potential dysfunctions to be prerequisite to an organization's maintaining its client commitments.

One question was constructed therefore to gain a measure of the extent of professionalization of the public library. Respondents were asked to indicate who makes the major decisions in their library, with the range of possibilities going from complete control by the professional group through to complete control by the administrator. Responses to the question indicate that public libraries are bureaucratic rather than professional.

Table 34

Decision Making Practices

	Percent
The professional staff makes the major decisions in this library	3
The professional staff makes the final decisions on some matters, while I do on others	11
While I rely on members of the staff for advice, the final decisions rest with me	33
The heads of departments make decisions in their own areas. Any major change would be referred to me	48
I make all the major decisions in this library	2
No response	3

Organizational theorists also agree on the utility of conflict in an organization. It is a necessary concomitant of change in the sense of dissent and challenge of the status quo. Conversely a climate without conflict prohibits truly objective analysis of situations and of change proposals. From the vantage point of the administrator the conflict situation in public libraries is as shown in Table 35.

Table 35

Conflict in Libraries

	Percent
Personal differences among staff members	57
Conflict between departments	41
Conflict over the need for change or types of change	35
Conflict over the management of the library	15
No response	12

It would be easy to attribute the relatively higher percentage of personal conflict to the large number of women on library staffs. Other views could be that the administrator chooses to see the conflict in personal terms, or that when conflict over job issues cannot be resolved, it tends to turn into personal conflict. It is surprising that so few librarians reported inter-departmental conflict since by its nature departmentalization introduces conflict with departments competing for finite resources and activities being, at least to some degree, interrelated. There is also the tendency for departments to let departmental goals supersede overall organizational goals. A higher percentage of public libraries reported conflict regarding change than did their academic counterparts.

It is interesting to note that there is also a somewhat higher incidence of conflict over the management of the library in the public compared to the academic library (15% to 8%).

Given the control of libraries by administrators rather than by the professional group, one would look for the existence of tangential staff groups as a means of negotiating with formal administrative hierarchy. Much has been written about the spread of unionization into the public library setting, yet this survey suggests that only 4% of libraries are unionized, while some 6% have some staff members who belong to a union. Only 9% of administrators are definitely anticipating unionization, while 75% do not anticipate it in the near future. The principal activity by those who have unionized is the negotiation of working conditions.

Compared with the academic library situation, a higher percentage of public libraries do have staff associations (69%). As the table following indicates, while there is some use of this organization for professional purposes and a grievance channel, its principal function is to organize social activities.

Table 36

Staff Association Activities

	Percent*
Social activities	78
Staff welfare (e.g., maintenance of staff room, hospital visits)	43
Professional and educational programs	26
Fund raising and allocation (e.g., staff scholarships)	23
Liaison with administration, i.e., grievance channel	22
Community charitable activities	13
Very little	7
Other	8

*Base = those who responded to this question

Thus, while the vehicle for organized staff action exists in the majority of public libraries, it is not used extensively to influence change either in service or in improved working conditions.

As previously noted, there is conflict over change and the need for change in a small percentage of libraries. The motivation of library staff toward change was also sought through a question, "Check any of the following which describes the attitudes of your staff toward making changes in the library." Administrators reported the change propensities of their staffs as follows in Table 37.

Table 37

Staff Attitudes Toward Change

	Percent
We have a number of staff members who are highly motivated to make change	64
Most of our staff would go along with changes if they were not too radical	64
We have a number of senior staff members who are opposed to change	28
We lack the expertise at present to make many needed changes	22
Other	10
No response	1

FORMAL ORGANIZATION FOR CHANGE. Since the majority of public libraries do not presently have active professional groups seeking to bring about change, other potential influences should be be explored. One characteristic associated with the change capacity of an organization is its arrangements to maintain surveillance of its environment, so that it can adjust to changes in its external situation as required. One question therefore sought to ascertain the kinds of information that libraries "continuously or at regular intervals" collect and analyze. While it is probable that most public libraries are not regularly engaged in analyzing their total community in relation to the library, a high percentage do attempt to ascertain user needs and the quality of the services they are providing to patrons. The fact that the concentration is on present library users is suggested by the fact that only one-third of the respondents report regular efforts to ascertain the needs of non-library user elements.

Table 38

Types of Information Regularly Collected and Analyzed

	Percent
Volumes added to the collection	82
Volume of use made of various services	76
Collection weaknesses	75
Proportion of filled to unfilled requests	68
What services patrons want from the library	66
Work output of departments	62
Nature of reference service	62
Proportion of the community using the library's services	60
The characteristics of the community	58
Satisfaction of users	53
Reading interests or reading habits of patrons	49
Needs of non-library user elements	36
Characteristics of library users compared with the total population	26
Other (e.g., staff utilization and performance, use patterns to determine branch location)	17
No response	5

Another key adaptive technique is the formalization of the change process. This is accomplished in a number of ways--through the creation of special units or positions concerned with planning and implementation of change, through the use of special ad hoc groups to initiate specific changes. Innovation in an organization requires this assignment of time and resources to the change function, for otherwise maintenance of ongoing operations generally precludes any active and organized change effort. The extent to which libraries allow for and legitimize change was therefore examined. In response to a question regarding any special provision for planning or for the initiation and implementation of change, the three most frequently mentioned mechanisms were cooperative efforts with city planning commissions, the use of consultants and surveys, and staff committees.

External Change Factors

The ability to change, as well as the impetus, stems in considerable measure from environmental factors. For agencies in the community, governmental officials, and citizens provide the support. Just as the purpose of change ultimately is the satisfaction of the needs of the community, change efforts must face external review and acceptance. For these reasons some effort was made to examine the library in its relation to its community.

EXTERNAL RELATIONSHIPS. The legal framework within which the public libraries function is as follows:

Table 39

Library Location by Legal Unit

	Percent
City	36
County	27
District (including school)	8
City-County	17
Other	10
No response	3

Based upon the evidence of this study 86% of public libraries have a library board. This suggests that there has been no dramatic change in the form of library governance during the past two decades. Those without library boards usually report to city or county managers, or to a county board of supervisors.

The principal activities of the library board reported were (in the order of percentage naming an activity)--building planning, site location and other concerns with physical facilities, budgetary and financial matters, policy review and revision, personnel considerations, liaison with local government, and liaison with community groups.

Of the respondents 62% also have a "Friends of the Library" or similar group. Activities reported for "Friends" groups were the traditional and expected--sponsorship of special programs (lectures, cultural events, library week activities), fund-raising, liason with community groups, public relations, and activities

connected with new buildings and improving existing facilities.

One measure was taken of the "willingness to support" on the part of the library's community, and that was the per capita income of public libraries. The data are shown in Table 40.

Table 40

Respondents' Report of Per Capita Expenditure for the Library, 1967-68

	Percent
$0.99 and under	7
1.00 - 1.49	5
1.50 - 1.99	5
2.00 - 2.49	22
2.50 - 2.99	5
3.00 - 3.49	13
3.50 - 3.99	6
4.00 - 4.49	12
4.50 - 4.99	3
5.00 - 5.49	4
5.50 - 5.99	1
6.00 - 6.49	4
6.50 and over	3
No response	10

As indicated, only 15% of public libraries sampled are operating on an income of more than $4.50 per capita. It should be noted that the most recent revision of A.L.A. standards with respect to the cost of public library service (1968) suggests a per capita figure of $5.50 to achieve a minimum quality of service for libraries of the approximate size of those reviewed in the course of the study.

CLIENT DEMANDS. One key question had to do with the nature of services which clients are requiring of the library and, in particular, the changes they are seeking in the customary ways of doing things. Several situations could obtain. Clients could be asking merely an extension and continuation of existing services. Special interests might be demanding services for their group. The lack of any appreciable demand for extension of services to presently unreached groups or the lack of interest in more advanced services means that a library must engage itself in selling these services,and it faces a different climate for acceptance than if client groups were aroused and demanding more from the library. As Table 41 indicates, the principal pressures on the public library are for the establishment of branches.

Table 41

Administrator's Perception of External Demands on his Library

Nature of Pressure	Percent Reporting Pressure		
	A Great Deal	Some	Total
Library facilities to be set up in a particular area	23	51	74
Longer hours of opening	4	54	58
Requests for particular types of materials	8	43	51
Development of the library's A-V service	4	42	45
More recreational reading materials	7	39	46
More attention to poverty needs	6	40	46
More reference service to high school students	5	30	35
Specialized service to business and industry	5	30	35
Improved interlibrary loan service	7	21	28
Improved service to one or another adult group	3	19	22
More service to groups in government such as urban planners	1	19	20
Books to be removed from the library	4	14	18
Other (e.g., better parking facilities, retention of under-used branches)	4	3	7
No response	-	-	4

Some indication of the particular pressure groups seeking to influence library activity was gained. Student pressure is apparently for longer library hours and more reference service to be given, but the aggregate reporting pressure by students was very low. Pressure for library facilities to be established in a certain area is apparently led by organized neighborhood groups but also by individual residents. Censorship pressure is seen as exerted by individuals and sometimes by such right wing groups as the John Birch Society. More frequently than not the various service demands made are perceived as being made by individuals. There is no evidence to suggest that there is one or another organized group which typically expresses itself on public library issues.

The Library Administrator in his Situation

A key element in providing impetus for organizational change is found in the level of dissatisfaction with the state of affairs. For the change-oriented or change-committed administrator will have a tendency to express some degree of dissatisfaction with existing events, to hold out higher aspirations for the organization,and to manifest some degree of impatience with the pace of events. It is for these reasons that the analysts were particularly interested to learn the relative degree of satisfaction of the public library administrator with the rate of changes taking place in his library. The public library administrators reported their degree of satisfaction as shown in Table 42.

Table 42

Administrator's Satisfaction With Rate of Change in his Library

	Percent
Very satisfied	11
Reasonably satisfied	63
Not satisfied	25
No response	1

Perhaps the single most telling clue to the change disposition of the public library administrator is revealed in the responses to the question, "Identify what you see as the single most important of these recent changes and explain why you feel it is most important." In their responses respondents placed building developments and recent progress in broadening their service base in regional and statewide programs as the two chief changes during the last four year period, and these were far more widely identified than any other categories. Building progress was reflected in new main or branch buildings as well as in expansion or enlargement of existing quarters. Regionalization included cooperative programs for reference, interlibrary loan, communication networks, and centralized processing and acquisitions services. Improvements in staff size and quality as a consequence of improved funding was also specified. A small number of respondents cited gains in reference and special collections and services, and outlets and service to ghetto residents.

The level of the administrator's aspirations for his library in the short and long run reveals in perhaps the most subtle way his general conception of the primary role and responsibility of a public library under his charge in the future. Moreover, the level of his expectation, like any other psychological attribute, may be conceived to have a multiplier or a negative effect, since his degree of expectation of forward thrust or lag in developments, doubtless serves to influence his capacity, his enthusiasm, and his very propensity to strive for or evade the attainment of goals.

Just as their academic counterparts, the public library administrators for the short term as well as the long run responded simply by suggesting that the ideal future would be one in which they would have more resources with which to do more of the same things they have been and are doing at present. The largest proportion of respondents were divided between suggesting building additions, both of the new central facility and of branch libraries, or increases of support in order to employ larger numbers of staff members for the library. But the overwhelming consensus clustered around the notion that they simply would like to have more of everything they have at present and if the dollars would be forthcoming from appropriate sources, all the possibilities open to the library now would become reality. Other short-run change expression identified the need for increases in regionalization and consolidation of libraries. A limited number of respondents expressed interest in furthering specialized kinds of library services which were not being carried out or which at present had only very limited financial support. Specified here were further developments in library service to the disadvantaged, to special ethnic groups, as well as the provision of financial resources which would make such expanded services possible within the regular context of the library program. This was to specify that in many instances such programs now depend to a large degree upon special supplementary funds for their survival.

Perhaps the single sole representation which differentiated the short-term from the long-term expectations and anticipations of the public library administrator was the delineation for the long term of the need for broader and more comprehensive interlibrary cooperation and network development. Some few specified the need for long range views and broad policy planning and in some instances individual respondents represented the desirability of more advanced technological forms being exploited. But the fundamental tenor of the responses was essentially for a short and long run in which changes would make possible funds and facilities within which context the public library could do more of the same kinds of things, better supported, but intrinsically unchanged from present programs.

On the whole, the public library administrative class reflected a reasonably high degree of optimism about the prospects of achieving their aims. Roughly two or three respondents were optimistic compared to the one who was pessimistic. When the constraints were specified, they tended overwhelmingly to be limited to finances. Political problems and organizational difficulties were specified, however, by some respondents. Different kinds of problems in different institutions sometimes elicited different levels of optimism with regard to whether or not success would be likely, but on the whole the public library administrators at the time of responding to the questionnaire looked upon their chances of achieving their goals as possible and perhaps reasonably likely in most instances.

Respondents were also asked to categorize their role in planning and bringing about change in their institutions. It was found that 54% of the respondents felt that they "initiate most of the ideas for change" themselves, while 33% replied negatively. Of the respondents 88% report that they have a major degree of involvement in implementing change.

Analysis of their role in bringing about changes reveals one main difference from the academic administrator and that is that the public library administrator sees himself more as a liaison between his staff and the legal policy making body, typically the board, or perhaps public officials. Thus, for many a public library administrator an important part of his change role is as promoter with the external control group as well as catalyzer and implementer once change is legitimatized. Put bluntly the composite role perception of his change role is expressed by the following quotation:

> Idea man (too many times); harasser; supervisor; critic; effects analyzer; front man; publicity agent; "fall guy."

The administrators' attitudes about the degree of participation of their staffs in decision making was also sought with regard to whether the decision making process in their library was appropriate. Of the group 90% report that they are satisfied with their present arrangements. Their added comments about staff involvement in decision processes varied extremely widely. While quite a strong proportion of the respondents identified the fact that they are prepared to delegate certain kinds of issues to staff and to department heads, the largest number of respondents saw themselves clearly as the responsible agent for the library and consequently identified their key role in decision processes. In this they differentiated between participation and discussion as part of the communication system, from policy formulation and administrative choice. For they saw counsel and assistance from staffs and

department heads as consultation and advice rather than the source of the decision.

Even though the responses covered a wide range, it was the uncommon administrator who characterized his organization as one in which ideally the assumption of the decision making responsibility would be widely dispersed among professional staff. The model of the hierarchical organization was not being threatened by any but the isolated respondent. To paraphrase the largest number of respondents, the sentiment expressed was that "since the final responsibility is mine, I feel that I should make the final decision."

If there were a propensity or a striving for change on the part of the public library administrator, perhaps the paramount insight into such a disposition would be reflected in the way in which he believes appropriate administrative behavior is fashioned in order to induce or to influence change in his organization. The following question is perhaps the most revealing of the administrative disposition toward change issues in the public library: "In attempting to effect change in most public library situations, which of the following are called for?" The responses are summarized in Table 43.

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Table 43

Administrators' Views of the Desirability of Various Change Strategies

	Percent		
	Very Advisable	Not Appropriate	Not Checked
Willingness to take temporary defeat without giving up ultimate objectives	91	5	3
Seeking to "win over" influential groups and individuals in the community	88	7	4
Finesse in getting changes accepted by administrations	87	5	8
Recognition that lasting change is not made overnight	75	17	7
Seize on opportunities as they arise: "strike while the iron is hot"	70	21	8
Willingness to see the library's needs for support in relation to other needs of the community	68	22	10
Conducting a careful and methodical program of introducing new developments using caution and restraint	63	20	16
Adopt a forceful, aggressive approach to effecting change	62	34	4
Choosing dramatic innovations as the way to enhance the climate for change acceptance	52	34	12
Readiness to leave if requests are not met in a reasonable time	28	58	14
No response	-	-	1

CONCLUSIONS

The public library in the United States at the beginning of the 1970's is an institution caught up in a culture where the demands for change are deep-seated and widely prevalent. While the library in academia rests upon a consensual base (shared among faculty, students, and most library administrators) that the reason for being is the book collection, for the public library no such easy rationale is at hand. Like other public institutions the public library operates in a context where fundamental questions can and are being asked about the nature, the purpose, and the cost of such facilities, and about their relevance for those for whom the institution is intended and for those for whom it might be intended. It is against such a background that the characteristics of the administrator of the public library and of the situation in which he performs must be assessed.

The evidence of this survey corroborates the widely shared intelligence that the particular pressures upon public libraries are modest. Where there are demands they tend to be for new branch sites and for traditional services. Specific requests for specialized services and for programs oriented to meet commitments to new and potential client groups are isolated and uncommon. The sentiment of most of the public library's public tends toward apathy and disinterest. No major interest group appears to be either consistently supportive or violently opposed. Under these terms the burden of responsibility for calculating a strategy for transforming library service into a more viable form for a changing time rests squarely with those who hold the professional and administrative responsibility for such performance.

The reflection of majority attitudes among library administrators gleaned from the present analysis suggests that the typical public library director is sincerely concerned with advancing the public library. His dissatisfaction with the status quo is born out in a number of ways. His posture toward the American Library Association and toward the product and contribution of professional education in his field is a decidedly critical stance. He specifies the need for younger, more extroverted,new entrants to the professional ranks, for additional numbers prepared in specialized and technical functions. He is sympathetic with and supportive of developments in interlibrary cooperation and regionalization of information service. He has begun to exploit the computer in the technical arrangements of his institution. He fully subscribes to a role for the public library in support of intellectual freedom. He feels a commitment to serve community elements normally outside the range of public library provision. He believes in the public library as a responsible community service oriented to the requirements of all and not restricted to the limited numbers who avail themselves of its existing services.

Yet expressed dissatisfaction with the existing order, and even a disposition toward alternatives to the conventional scheme of things do not equate with a propensity to change things. And the evidence of this study reveals an administrative class whose personal characteristics, attitudes of mind, and value assumptions strongly militate against the assumption of a change agent role. The typical public library administrator is too old for activism. He is firmly rooted in his present environment. He is not unsatisfied with the progress of his institution. His idealized future is one with increased financial resources so that his institution can continue to do more of what it has done and is already doing. His leanings are toward gradual adaptation and modification, rather than the chancing of drastic variation. His philosophy is fundamentally bureaucratic rather than professional. For he is a political man, a careful man, conditioned by his education, his experience, and his sense of the community to be patient, reasonable, controlled and undramatic in his demands or in his actions. And the fact of the matter is that even the moderately progressive stance assumed by most public library administrators is not shared by all. In the minority, but still appreciable as a proportion of their aggregate numbers, are those who tend to be highly conservative. Fully 34% of respondents agreed that while reaching unserved elements is desirable, most libraries have all they can do to keep up with present users. One of every five public library administrators feels that the profession does not need to take a more aggressive position on intellectual freedom.

Perhaps not unlike others who hold administrative responsibility the public library administrator rationalizes his limitations and those of his institution by suggesting that his performance and the contribution of his organization is no better and no worse than all the others. For if any public institution is culpable, all are. In the words of one respondent:

> The public libraries have remained dormant, but the community has failed also.

And so they are blameless and exonerated. And even where there is change disposition, it may at times be seen negatively. The value of using library technicians may illustrate the point. Seen positively, the extension of the use of such personnel might reduce the exploitation of professionals in mundane and undemanding work roles. From another perspective this device may be seen as a more cynical administrative ploy for diluting the intrinsic professional contribution to clientele. Under these terms lower level functionaries are interchangeable with librarians--niches are filled, dollars are saved. And it was only the uncommon administrator who saw any utility in unionization. The isolated respondent perceived an ally in a common cause of advancing library service in the battle for improved incentives and conditions of work.

Review of the current public library change situation reveals clearly a number of positive elements. Physical plant and facilities are being expanded. Measures are being introduced very widely to render procedures and operations more internally efficient. Technology is already being exploited and all the evidence is that it will be exploited further in the future. Barriers to non-resident use are being relaxed. Interlibrary cooperative programs are being encouraged and supported. Technical and specialized personnel are being added to staffs and coming to be employed in a wide range of work roles, while a growing degree of continuous education among professional staff is underway. There is evidence to suggest that more efforts are being made to serve unserved and disadvantaged elements in the community than would have been the case even a few years earlier. Yet such efforts are still largely peripheral to the traditional program. Where they exist often they are of a token nature. They are financed from unusual rather than regular sources. The prospects of their perpetuation or broadening invariably rest upon the capacity of the institution to secure additional support as a condition of their survival.

The kinds of concerns expressed by the library administrators who responded to this inquiry forcast the perpetuation of the public library essentially unchanged from the way it has been in the past. This will be an institution oriented to the same predominant interests, enlarged in its physical plant, with increased numbers of technical and professional functionaries, but neither committed to nor significantly restructured in its basic philosophy, in the nature of its services, in its clientele priorities or orientation. For if the library administrator will not commit himself firmly to insuring new directions, there is no evidence to suggest that library staff may be expected to exert a major influence for change either. Bureaucratic arrangements such as found in public libraries are not supportive of a strong professional orientation. Organizational activities among librarians are minimal or irrelevant. Staff associations are largely non-functional, and unions are so few as to be insignificant. And even if there were a pronounced disposition among public librarians to do otherwise (and it must be made abundantly clear that this does not appear to be the case) the expertise to work with non-traditional clienteles or in more demanding client response roles is simply not present.

Thus, in the absence of an aroused community, or forceful or committed professional staff, and in the presence of an administrative class committed to little more than continuing the institution as it has performed by extending its conventional commitments into the future, there seems little likelihood for dramatic variation in the short-term future for the public library. Given this set of conditions, if there is to be anything more than the most gradual and grudging change in the role of the public library,

several significant developments would need to come to pass.

Essentially it would require a self perception among library administrators of the public library as an agency of local government with a purpose oriented to broad social, rather than bibliographic, concerns. It would be seen as an agency which must consciously strive to further experimental efforts so as to increase its range of experience and understanding of work with non-traditional clienteles. It would suppose fundamental discussion, broad public debate, and ultimately general recognition of an expanded role as information agency of the community. For without a sense of aroused concern with an alternative future which might lead to drastic modification in program and commitments, the public library appears destined to remain outside the mainstream of the present culture. And in a time of increased scrutiny into the appropriateness and utility of public institutions, the constraints of contemporary financial problems pose fundamental threats to the survival of such agencies.

SAMPLE DESIGN AND SAMPLE RETURNS

The original list from which the sample of public libraries was drawn was obtained from Table IV in Statistics of Public Libraries Serving Communities with at Least 25,000 Inhabitants, 1965 (Washington, D.C.: National Center for Educational Statistics, U.S. Government Printing Office, 1968.) All institutions serving populations under 100,000 and all multi-unit library systems (e.g., federated, affiliated, regional) were eliminated from the universe.

In order to increase the efficiency and precision of sampling from this heterogeneous universe, and to facilitate comparative statistical analyses, it was decided to select the sample by stratification rather than at random. The sampling method was a standard one for disproportionate sampling.[1] Stratification was based upon size of population served by the library. The sample design is described in Table 44.

TABLE 44

PUBLIC LIBRARIES SAMPLING SCHEME

(150 chosen from 248)

	Stratum	Number	Sample Size	Sampling Rate	% of 150
I.	100,000-174,999	120	46	38%	31
II.	175,000-299,999	60	36	60%	24
III.	300,000-599,999	42	42	100%	28
IV.	600,000 and plus	26	26	100%	17
	Totals	248	150		100%

Explanation:

Stratum: Determined by size of population served by the library.
Number: Number of institutions in a given stratum.
Sample size: Number of institutions chosen from each stratum.
Sample rate: Percent of institutions in a given stratum that are chosen for the sample.
Percent of 150: Percent of total sample of 150 coming from each stratum.

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[1] The sampling method is described in G.W. Snedecor and W.F. Cochran, Statistical Methods (6th ed; Ames: Iowa State University Press, 1967), pp. 524-525.

Of the 150 libraries chosen for the sample, questionnaires were sent to 144, as several had already been included in the pre-tests. Of the 144 questionnaires sent, 102 were completed and returned, and will be referred to below as the final returns.

Two stratification variables were considered, namely size of population served by the library and library income, of which the former was used. To determine whether the sample thus selected gave an accurate picture of the library income distribution, Table 45 was prepared. It can be seen there is no significant difference between the two distributions. The final returns, though, showed a lower response rate for libraries with incomes under $250,000, and a correspondingly higher response for libraries in the $500-750,000 range.

TABLE 45

COMPARISON OF UNIVERSE, SELECTED SAMPLE AND FINAL RETURN BY LIBRARY INCOME

Library Income (in thousands)	Universe	Selected Sample	Final Returns
Under 100	6%	6%	3%
100-250	21%	18%	14%
250-500	25%	23%	26%
500-750	16%	20%	26%
750-1,000	9%	10%	10%
1,000-2,000	11%	11%	10%
2,000-3,000	5%	5%	6%
3,000-5,000	3%	3%	4%
Over 5,000	4%	4%	2%

As a further check on any bias that may have been introduced, the final returns are compared with the universe on the basis of sex, age, and geographical region distributions. These are shown in Tables 46, 47, and 48. No significant differences were found.

TABLE 46

COMPARISON OF UNIVERSE AND FINAL RETURN BY SEX

Sex	Universe	Final Returns
Male	61%	62%
Female	39%	38%

TABLE 47

COMPARISON OF UNIVERSE AND FINAL RETURN
BY AGE

Age	Universe	Final Returns
Under 35	4%	3%
35 - 50	36%	38%
Over 50	60%	59%

TABLE 48

COMPARISON OF UNIVERSE AND FINAL RETURN
BY CENSUS REGION

Census Region	Universe	Final Returns
New England	6%	6%
Middle Atlantic	12%	11%
South Atlantic	20%	15%
East North Central	15%	15%
East South Central	7%	8%
West North Central	5%	6%
West South Central	13%	12%
Mountain	6%	6%
Pacific	17%	21%

SUPPLEMENTAL TABLES
BACKGROUND AND CAREER OF PUBLIC LIBRARY ADMINISTRATORS

TABLE 49

SEX

	Percent
Male	63
Female	38

TABLE 50

MARITAL STATUS

	Percent
Single	22
Married	69
Widowed	7
Divorced or Separated	2

TABLE 51

OCCUPATION OF WIFE*

	Percent
Librarian	40
Housewife	38
Other professional, technical	20
Clerical	2

*Source for occupational categories: U.S. Bureau of the Census. 1960 Census of Population. Alphabetical Index of Occupations and Industries. (Revised Edition)

TABLE 52

WIFE WORKING AT PRESENT TIME

	Percent
Yes	44
No	56

TABLE 53

PLACE OF BIRTH

	Percent
U.S. Census Region*	
New England	6
Middle Atlantic	17
South Atlantic	11
East North Central	16
East South Central	8
West North Central	14
West South Central	8
Mountain	4
Pacific	9
Canada	5
Outside U.S. and Canada	2
No response	3

*Source for census categories: U.S. Bureau of the Census. 1960 Census of Population. Vol. 1. Characteristics of the Population. Part A. Number of Inhabitants.

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TABLE 54

PLACE MOST HIGH SCHOOL YEARS SPENT

	Percent
U.S. Census Region*	
New England	8
Middle Atlantic	16
South Atlantic	12
East North Central	13
East South Central	8
West North Central	12
West South Central	8
Mountain	6
Pacific	15
Canada	3
Outside U.S. and Canada	0

*Source for census categories: U.S. Bureau of the Census. 1960 Census of Population. Vol. 1. Characteristics of the Population. Part A. Number of Inhabitants.

TABLE 55

FATHER'S OCCUPATION: MANAGERS, OFFICIALS AND PROPRIETORS (EXCEPT FARM) ONLY*

	Percent
Small business owners, merchants	42
Corporation executives, managers	23
Bankers	19
Government officials	7
Contractors (building, heating, etc.)	7

*Base=the number in the category "managers, officials and proprietors (except farm)."

TABLE 56

FATHER'S OCCUPATION: PROFESSIONAL TECHNICAL AND KINDRED WORKERS ONLY*

	Percent
Scientists, engineers, doctors	30
Clergymen	23
Accountants	10
Pharmacists	10
Teachers (elementary and secondary)	7
Lawyers	6
Librarians	5
High school principal	4
Other	4

*Base= the number in the category "professional, technical and kindred worker."

TABLE 57

FATHER'S EDUCATION

	Percent
8th grade or less	24
High school	37
College	38
No response	2

TABLE 58

MOTHER'S EDUCATION

	Percent
8th grade or less	30
High school	47
College	22
No response	2

TABLE 59

CONTROL OF INSTITUTION FROM WHICH FIRST COLLEGE DEGREE WAS RECEIVED*

	Percent
Public	46
Private	48
Could not be determined	2
No response	4

*Source: Cass, James & Birnbaum, Max. Comparative Guide to American Colleges. Harper & Row, New York, 1968-69.

TABLE 60

TYPE OF INSTITUTION FROM WHICH FIRST COLLEGE DEGREE WAS RECEIVED*

	Percent
University	62
Liberal Arts college	29
Independent professional School	4
Could not be determined	1
No response	4

*Source: Cass, James & Birnbaum, Max. Comparative Guide to American Colleges. Harper & Row, New York, 1968-69.

TABLE 61

PROXIMITY OF FIRST COLLEGE DEGREE INSTITUTION TO PLACE OF HIGH SCHOOL YEARS

	Percent
Same Census Region	79
Different Census Region	16
Could not be determined	1
No response	4

TABLE 62

YEAR FIRST COLLEGE DEGREE WAS RECEIVED

	Percent
1924 or earlier	1
1925-1929	10
1930-1934	20
1935-1939	19
1940-1944	10
1945-1949	9
1950-1954	15
1955-1959	9
1960 or later	0
No response	8

TABLE 63

RESPONSE TO: "DO YOU HAVE FORMAL EDUCATION BEYOND THE BACHELOR'S DEGREE IN ANOTHER FIELD?"

	Percent
Yes	30
No	70

TABLE 64

RESPONSE TO: "DO YOU HAVE FORMAL EDUCATION IN LIBRARY SCIENCE?"

	Percent
Yes	97
No	3

TABLE 65

YEAR FORMAL LIBRARY EDUCATION WAS COMPLETED

	Percent
1929 or earlier	1
1930-1934	11
1935-1939	21
1940-1944	11
1945-1949	12
1950-1954	20
1955-1959	12
1960-1964	6
1965 or later	2
No response	3

TABLE 66

RESPONSE TO: "DID YOUR INTERESTS CHANGE IN ANY WAY DURING LIBRARY EDUCATION?"

	Percent
Yes	24
No	73
No response	3

TABLE 67

RESPONSE TO: "IF YOU COULD DO THINGS OVER, DO YOU THINK YOU WOULD CHOOSE LIBRARIANSHIP AGAIN?"

	Percent
Yes	87
No	11
Did not know	2

TABLE 68

RESPONSE TO: "IF YOU WERE ASKED IN SOME FORMAL PLACE, SUCH AS A PASSPORT APPLICATION, TO NAME YOUR OCCUPATION WHAT WOULD YOU GIVE?"

	Percent
Librarian	85
Library director, administrator	15

TABLE 69

RESPONSE TO: "HAVE YOU EVER SERIOUSLY CONSIDERED GETTING OUT OF ADMINISTRATION ALTOGETHER?"

	Percent
Yes	30
No	69
No response	1

TABLE 70

ALTERNATIVES TO LIBRARY ADMINISTRATION CONSIDERED BY RESPONDENTS

	Percent*
Would remain in library field:	
Would go back to being a librarian	34
Would go into library school teaching	24
Would start a new career in a library-related field	30
Would leave library field:	
Would start a new career in another field	31
Would resume a career in another field	5

*Base=those who responded to this question

TABLE 71

RESPONSE TO: IDEALLY, WHAT WOULD YOU LIKE TO BE DOING FIVE YEARS FROM NOW?"

	Percent
In the same position:	50
Same	24
Same, with better personal benefits	14
Same, with better library support, facilities	12
In another position:	17
Other library position	11
Position in library-allied field (teaching library science, consulting)	4
Position in non-library field	2
Retired	26
Don't know	3
No response	3

PROFESSIONAL AND ADMINISTRATIVE ISSUES

TABLE 72

RESPONSE TO: "THIS PART CONSISTS OF STATEMENTS WHICH HAVE BEEN MADE IN THE LIBRARY LITERATURE AND ELSEWHERE. PLEASE GIVE US YOUR GENERAL REACTION TO THEM BY INDICATING WHETHER YOU TEND TO AGREE OR DISAGREE

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Despite other factors, advancement in most libraries still depends largely on ability.	21	68	7	5	0
2. There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training.	2	32	3	57	6
3. The computer offers some but no major advantages to public libraries.	1	27	14	40	16
4. Despite advocates of the newer media of communication, the book will remain supreme.	14	51	20	10	2
5. Getting ahead in this profession depends on knowing the right people.	1	6	18	58	14
6. We must look increasingly to federal support to make any major improvements in libraries.	7	39	19	31	5
7. The record of the library profession with regard to civil rights has been weak.	4	30	20	36	6

Table 72 (cont.)

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
8. Librarians in general are far too timid and passive.	12	45	14	26	0
9. Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession.	0	16	25	50	5
10. Librarians need above all to know books.	13	42	14	24	4
11. The leadership in this profession by and large is conservative and largely concerned with protecting the status quo.	4	37	9	46	1
12. Libraries are essentially for those who choose to use them; not to seek out those who have no interest in reading or books.	1	12	8	49	31
13. Who cares what numbers go on the books; let's just get them on the shelves.	4	16	5	57	16
14. Little can be done to effect major change in libraries until those who control funds are educated as to the value of the library.	25	39	7	22	4
15. While reaching unserved elements is desirable, most libraries have all they can do to keep up with their present users.	2	32	3	45	18
16. Those coming into the profession ought to be prepared to learn before they suggest changes.	11	39	15	30	4

Table 72 (cont.)

	Percent				
	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
17. The profession needs to take a far more aggressive stance on intellectual freedom than it has in the past.	7	45	27	18	1
18. Libraries have simply failed to respond to changing times and changing needs.	5	34	15	44	0
19. While it is true libraries need to change, change is well underway and will come about naturally.	0	33	11	50	4
20. Major improvements in local library service can be expected from increased inter-library cooperation.	23	46	17	10	3
21. Public libraries should be willing to take on more of a community service function.	23	51	10	9	1
22. There is probably not much the average library administrator can do to effect change much one way or another.	4	2	9	44	37
23. People shouldn't act as if serving the recreational reading interests of people is not a legitimate library function.	17	67	6	5	3
24. If public libraries don't change other agencies will take over what should be their function.	15	53	15	11	3
25. Public libraries are having to do the job the school library should be doing.	11	34	20	33	2
26. Librarians have accepted low salaries far too long.	24	61	9	2	0
27. A technician level is needed in libraries to relieve the time of the professional.	23	53	15	4	3

INSTITUTIONAL DATA

TABLE 73

LOCATION OF INSTITUTION

	Percent
New England	6
Middle Atlantic	12
South Atlantic	15
East North Central	15
West North Central	7
East South Central	6
West South Central	13
Mountain	6
Pacific	21

TABLE 74

PROXIMITY OF INSTITUTION TO PLACE RESPONDENT SPENT HIGH SCHOOL YEARS

	Percent
Same Census Region	52
Different Census Region	48

TABLE 75

NUMBER OF VOLUMES IN THE LIBRARY COLLECTION

In 1,000's	Percent
Under 50	2
50-99	6
100-499	62
500-999	19
1,000-1,499	3
1,500-1,999	0
2,000-2,999	4
3,000 and over	1
No response	4

TABLE 76

TOTAL ACQUISTIONS BUDGET, 1967-68

In $1,000's	Percent
Under 50	19
50 - 99	25
100 - 199	29
200 - 299	8
300 - 399	4
400 - 499	1
500 - 699	4
700 - 899	2
900 and over	2
No response	6

TABLE 77

RESPONDENTS' ESTIMATES OF NUMBER OF UNCATALOGED ITEMS AWAITING FULL CATALOGING

In 1,000's	Percent
None or "a few"	14
5 or under	60
6 - 10	4
11 - 15	1
16 - 20	1
21 - 25	0
26 - 35	1
36 or over	4
Specified "Many"	1
No response	15

TABLE 78

TYPE OF SERVICE OUTLETS

	Percent
Central Library	98
Branches	94
1 - 5	32
6 - 10	26
11 - 15	14
16 - 20	10
21 - 30	8
31 and over	4
Bookmobiles	88
1	30
2	29
3	20
4	4
5	3
6 and over	3
Other service outlets (e.g., deposit collections or book stations in schools, nursing homes, hospitals etc.)	54
No response	2

TABLE 79

RESPONSE TO: "PLEASE GIVE THE LIBRARY OPERATIONS, IF ANY, YOU HAVE AUTOMATED."

	Percent
Total percent of libraries reporting automated operations	57
Types of Automation	
Business operations	28
Circulation	24
Cataloging	23
Book ordering	16
Other	7
None or no response	43

TABLE 80

RESPONSE TO: "WHAT PLANS DO YOU HAVE FOR AUTOMATION IN THE FUTURE?"

	Percent
Total percent of libraries reporting plans for future automation	68
Types of Automation	
Book ordering	29
Circulation	21
Cataloging	18
Business operations	14
Alert to any possibilities	13
Book catalog	11
Total system	5
Other (e.g., will depend on computer plans of local jurisdiction, success of state pilot programs)	39
None	16
No response	16

TABLE 81

RESPONSE TO: "HAVE YOU MADE USE OF COMPUTERIZATION TO DO ANY OF THE FOLLOWING YET?"

	Percent Yes*
Prepare a book catalog	54
Prepare special bibliographies or other listings	47
Analyze use	11
Analyze your collection	1
Other analyses you have done	9

*Base = those who responded to this question

TABLE 82

RESPONSE TO: "IS YOUR LIBRARY A MEMBER OR PARTICIPANT IN ANY REGIONAL OR NATIONAL COOPERATIVE PROGRAMS (INCLUDE SUCH PROGRAMS AS MARC)?"

	Percent
Yes	74
No	20
No response	6

TABLE 83

RESPONDENTS' REPORT OF REGIONAL OR NATIONAL COOPERATIVE PROGRAMS IN WHICH THEIR LIBRARIES ARE MEMBERS

	Percent Naming Program*
Local	48
Statewide	65
Interstate	13
National	6
Could not be determined	6

*Base = those who responded to this question

TABLE 84

RESPONSE TO: "IS THIS (DESCRIPTION OF DECISION MAKING SITUATION) THE WAY YOU PREFER IT TO BE?"

	Percent
Yes	90
No	6
No response	4

TABLE 85

RESPONSE TO: "DO YOU HAVE ARRANGEMENTS FOR STAFF TO TAKE EXTENDED LEAVE FOR STUDY OR TRAVEL?"

	Percent
Yes	56
No	43
No response	1

TABLE 86

RESPONSE TO: "HOW MANY STAFF MEMBERS HAVE TAKEN ADVANTAGE OF SUCH OPPORTUNITY IN THE LAST THREE YEARS?"

	Percent*
One or more staff members took leave	86
No staff member took leave	14

*Base = those who responded to this question

TABLE 87

RESPONSE TO: "IS YOUR LIBRARY UNIONIZED?"

	Percent
Yes	4
No	88
Some staff members belong to a union	6
No response	2

TABLE 88

RESPONSE TO: "DO YOU ANTICIPATE UNIONIZATION ANYTIME IN THE NEAR FUTURE?"

	Percent
Yes	9
No	75
Uncertain	9
No response	7

TABLE 89

RESPONDENTS' REPORT OF UNION ACTIVITIES

	Percent
Negotiation of general working conditions	70
Agitation for specific benefits	10
Processing of grievances	9

*Base = 10 respondents to this question

TABLE 90

RESPONSE TO: "DOES YOUR LIBRARY HAVE A STAFF ASSOCIATION?"

	Percent
Yes	69
No	28
No response	3

TABLE 91

RESPONSE TO: "DO ANY OF THE LIBRARIANS ON YOUR STAFF HAVE A MASTER'S DEGREE IN A SUBJECT FIELD?"

	Percent
Yes	51
No	44
No response	6

TABLE 92

RESPONSE TO: "DOES YOUR LIBRARY HAVE A BOARD?"

	Percent
Yes	86
No	14

TABLE 93

RESPONSE TO: "DO YOU HAVE A 'FRIENDS OF THE LIBRARY' OR SIMILAR GROUP?"

	Percent
Yes	62
No	35
No response	4

TABLE 94

RESPONSE TO: "IF YOU DO NOT HAVE A LIBRARY BOARD, PLEASE EXPLAIN TO WHOM YOU REPORT (POSITION OF OFFICIAL)"

	Percent
County Board of Supervisors	60
City Manager	19
County Manager	11
Other	11

*Base = 15 respondents to this question

Library Manpower Study
Confidential Report

ADMINISTRATORS QUESTIONNAIRE

(Public Library Section)

This questionnaire is designed to achieve two central objectives: to learn something about library administrators and to gain information about their libraries and the changes taking place in them.

It is divided into four main sections: I. The Background, Careers and Professional Activity of Administrators. II. Administrative and Professional Issues. III. Library Change Report. IV. Institutional Data.

Please be frank. We want to know how administrators in this field feel about the many issues which surround library developments. If the space provided is not adequate, usethe back of pages. Please do not feel, however, that you need to have an opinion or answer in every case. For some questions, for example, you may wish to write, "Haven't thought about it," "No idea," "No opinion," or "Not sure."

Thank you in advance for cooperating with this study.

I. Background and Career

This section asks about your background, education and work experience. Answers to these questions will permit us to compare library administrators by type of library and with other administrative groups such as business and federal executives.

1. Sex:
   1. _____male
   2. _____female

2. Present age: _____

3. Marital status:
   1. _____single
   2. _____married
   3. _____widowed
   4. _____divorced or separated

4. Number of children: _____

5. Occupation of your wife (husband): _____

6. Is she (he) working at the present time:
   1. _____yes
   2. _____no

7. Your place of birth (give state if U.S., name of country if other than U.S.):
   _____

8. Place you spent most of your high school years: _____

9. Father's occupation: _____

10. Father's education:
    1. _____eighth grade or less
    2. _____high school
    3. _____college

11. Mother's education:
    1. _____eighth grade or less
    2. _____high school
    3. _____college

12. Your undergraduate subject major: _____

13. Name of institution from which first college degree was received:
    _____

14. Year degree was received: _____

15. Do you have formal education in library science?
    1. _____yes
    2. _____no

ERIC

16. If yes, please give the nature of your library education:
    1. _____undergraduate minor in library science
    2. _____fifth year bachelor's in library science
    3. _____master's degree in library science
    4. _____Ph.D. in library science
    5. _____other (please give): _____

17. Please give the name of the school or schools where your library science education was received:

    _____

18. Year you completed your formal library education: _____

19. Do you have formal education beyond the bachelor's in another field?
    1. _____yes
    2. _____no

20. If yes, please give the nature of your advanced work:
    1. _____additional hours in (give field of study): _____
    2. _____master's degree in (give field of study): _____
    3. _____Ph.D. in (give field of study): _____
    4. _____other: _____

21. Since graduation from college, please summarize the non-library work experience you have had (include military experience):

Type of Work (such as high school teaching)	Number of Years

22. Please give each full-time library position held. Arrange in chronological order:

Name of Position	Institution	Number of Years

(Use other side of page if necessary.)

23. When did you definitely decide to become a librarian? What were you doing at the time:
    1. _____while working as an undergraduate in the college library
    2. _____after graduation from college, while working in a library
    3. _____while engaged in another career
    4. _____other (please give): _____

24. As you recall, what factors entered into your choice:
    1. _____A member of my family was a librarian.
    2. _____I was influenced by a librarian I knew.
    3. _____I always liked books.
    4. _____As a result of vocational counseling.
    5. _____Other factors (please give): _____

25. What type of librarian did you expect to be originally? _____

_____

26. Did your interests change in any way during library education?
    1. _____yes
    2. _____no

27. If yes, please explain in what way: _____

_____

28. At what point did you decide to go into administration?
    1. _____from the beginning
    2. _____during library school
    3. _____after some time as a librarian
    4. _____I never consciously decided. It just happened.
    5. _____other (please give): _____

_____

29. Has any one person or circumstance more than others influenced the direction of your career? (Please explain.)

_____

_____

30. Have you ever <u>seriously</u> considered getting out of library administration altogether?
    1. _____yes
    2. _____no

31. If yes, what for?
    1. _____going back to being a librarian
    2. _____going into library school teaching
    3. _____starting a new career in: _____
    4. _____other alternatives which have been considered:

_____

32. If you could do things over, do you think you would choose librarianship again?
    1. _____yes
    2. _____no

33. If no, please tell what field you would choose instead and briefly, why:

_____

_____

34. If you were asked in some formal place, such as in a passport application, to name your occupation, what would you give?

_____

35. How long have you held your present position? _____

36. Which of the following best describes how you feel about making a job change in the near future?
    1. _____I have only recently taken this position and therefore do not anticipate a move in the near future.
    2. _____I am pretty well settled where I am. I do not anticipate a change.
    3. _____I am actively interested in making a job change.
    4. _____While I am not actively seeking a change, I am interested in openings which occur and would certainly be prepared to change jobs if the right opportunity came along.

37. In contemplating making a job move, what factors would enter into your decision? (If you do <u>not</u> intend to move, what factors enter into your staying where you are?)

_____

_____

_____

38. <u>Ideally</u>, what would you like to be doing five years from now?

_____

_____

39. What do you see as the most important things you should do in your present role?

_____

_____

_____

40. What have you found to be the main satisfactions and rewards of your present role?

_____

_____

_____

41. What have you found to be the main dissatisfactions and frustrations?

_____

_____

_____

42. Please tell us about the professional organizations to which you belong (library and non-library) and about the nature of your participation.

Name of Organization	No. of Years A Member	Nature of Your Participation (Please Check) Attend Meetings	Committee Member Presently	Officer in the last 5 years

43. Other activities of a professional nature outside your own organization in the last three years: (Please check)
1. _____active in regional planning efforts
2. _____contributed to the literature
3. _____conducted surveys or studies of other libraries
4. _____other professional activities (please describe): _____

_____

44. How would you rate the following as sources of professional ideas and stimulation for you? (Please number in order of importance. No. 1, most important, etc.)
1. _____librarians on your staff
2. _____other librarians
3. _____library meetings
4. _____special institutes and conferences
5. _____people outside the library field (please indicate the type of people):

_____
6. _____professional library journals and other literature
7. _____literature outside librarianship (identify field): _____

45. Are there people you consider to be the following? (You need not know the persons you name.)

1. Most influential in advancing librarianship:

Person (please explain who they are)	Reason for your choice
_____	_____
_____	_____
_____	_____

2. Contributing important new ideas to the field:

Person (please explain who they are)	Reason for your choice
_____	_____
_____	_____
_____	_____

3. The most effective administrators in librarianship (not necessarily the most successful):

Person (please explain who they are)	Reason for your choice
_____	_____
_____	_____
_____	_____

II. Professional and Administrative Issues

This section is designed to find out how library administrators feel about a number of issues. The first part consists of statements which have been made in the library literature and elsewhere. Please give us your general reaction to them by indicating whether you tend to agree or disagree.

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
1. Despite other factors, advancement in most libraries still depends largely on ability.					
2. There is not much the average reference librarian does which could not be done by an intelligent college graduate after a minimum period of in-service training.					
3. The computer offers some but no major advantages to public libraries.					
4. Despite advocates of the newer media of communication, the book will remain supreme.					
5. Getting ahead in this profession depends on knowing the right people.					
6. We must look increasingly to federal support to make any major improvements in libraries.					
7. The record of the library profession with regard to civil rights has been weak.					
8. Librarians in general are far too timid and passive.					
9. Those advocating change in the profession are frequently more concerned with their own advancement than with helping the profession.					
10. Librarians need above all to know books.					
11. The leadership in this profession by and large is conservative and largely concerned with protecting the status quo.					
12. Libraries are essentially for those who choose to use them; not to seek out those who have no interest in reading or books.					

	Strongly Agree	Agree	Neutral or Undecided	Disagree	Strongly Disagree
13. Who cares what numbers go on the books; let's just get them on the shelves.					
14. Little can be done to effect major change in libraries until those who control funds are educated as to the value of the library.					
15. While reaching unserved elements is desirable, most libraries have all they can do to keep up with their present users.					
16. Those coming into the profession ought to be prepared to learn before they suggest changes.					
17. The profession needs to take a far more aggressive stance on intellectual freedom than it has in the past.					
18. Libraries have simply failed to respond to changing times and changing needs.					
19. While it is true libraries need to change, change is well underway and will come about naturally.					
20. Major improvements in local library service can be expected from increased inter-library cooperation.					
21. Public libraries should be willing to take on more of a community service function.					
22. There is probably not much the average library administrator can do to effect change much one way or another.					
23. People shouldn't act as if serving the recreational reading interests of people is not a legitimate library function.					
24. If public libraries don't change, other agencies will take over what should be their function.					
25. Public libraries are having to do the job the school library should be doing.					
26. Librarians have accepted low salaries far too long.					
27. A technician level is needed in libraries to relieve the time of the professional.					

The questions which follow are designed to obtain in more detail your views on issues related to the future of libraries.

28. There are many who believe that the information revolution (the introduction of computerized storage and retrieval of information) is going to have a radical impact on public libraries. What do you foresee will come about?

29. Library education has come in for criticism regarding whether it is meeting the real needs and problems of the field. What is your assessment?

30. In recent months there has been open criticism of the American Library Association in its leadership role. Please give us any comments you care to make on this issue.

31. Unionization appears to be a growing trend in libraries. Please give us your view regarding the desirability of unionization of public libraries.

32. Some people we have talked to feel that something needs to be done to change the types of people being attracted into librarianship. What is your assessment?

33. Charges have been made that by and large the public library is failing to meet the needs of its community. Please give us your estimate.

34. Many people feel the future direction of library and information service lies in the development of regional and national library and information networks. How much do you feel such developments should influence the individual public library program in the next 5-10 years?

35. In attempting to effect change in most public library situations, which of the following are called for? (Put a V beside any statements you feel are very advisable; put an N beside those you feel are not appropriate.)

1. _____recognition that lasting change is not made overnight
2. _____adopt a forceful, aggressive approach to effecting change
3. _____seize on opportunities as they arise; "strike while the iron is hot"
4. _____willingness to see the library's needs for support in relation to other needs of the community
5. _____readiness to leave if requests are not met in a reasonable time
6. _____finesse in getting changes accepted by administrations
7. _____willingness to take temporary defeat without giving up ultimate objectives
8. _____seeking to "win over" influential groups and individuals in the community
9. _____conducting a careful and methodical program of introducing new developments using caution and restraint
10. _____choosing dramatic innovations as the way to enhance the climate for change acceptance

III. Library Change Report

We are interested in learning of the major changes occurring in libraries. Please tell us what changes have or are taking place in your library over the last four years (1965 to date). Space has been provided for you to describe the nature of the change. Please be as specific as possible--from what to what.

1. _____An extraordinary increase in the money available for materials.

2. _____A major change in your selection policy or practices.

3. _____Other changes affecting your library collections and materials. (Such as substantial increases in special types of materials.)

4. _____Introduction or further use of data processing equipment.

5. _____Major change in procedures for processing materials. (Ordering, cataloging.)

6. _____Major change in circulation or other procedures including lending regulations.

7. _____Reclassification of your collection.

8. _____Building expansion (new buildings, renovation of buildings, purchase of bookmobiles, etc.).

9. _____New or greatly expanded service to users (reference, readers advisory, etc.).

10. _____New or greatly expanded service to groups.

11. _____Introduction or expansion of library sponsored programs.

12. _____Major improvements in inter-library loan.

13. _____Reorganization of departments or change in your overall administrative structure.

14. _____Addition of new <u>types</u> of personnel.

15. _____Substantial increases in staff.

16. _____Substantial salary increases.

17. _____Other upgrading of positions.

18. _____Other changes. (Such as introduction of in-service training program.) Please give.

---

19. Identify what you see as the single most important of these recent changes and explain why you feel it is most important:

20. Check any of the following which describe the attitudes of your staff toward making changes in the library:
    1. _____We have a number of staff members who are highly motivated to make change.
    2. _____Most of our staff would go along with changes if they were not too radical.
    3. _____We have a number of senior staff members who are opposed to change.
    4. _____We lack the expertise at present to make many needed changes.
    5. _____Other (please give): _____

21. How satisfied are you personally with the rate of change in your library?
    1. _____very satisfied
    2. _____reasonably satisfied
    3. _____not satisfied

22. What changes would you like to see happen in your library situation in the short run?

23. In the long run, what changes would you like to see happen?

24. What are the prospects of realizing your aims? What stands in the way? Please explain your situation.

IV. Institutional Data

This section asks for information about your community, your library and about such factors as library/community relationships.

A. Background

1. Name of library: _____

2. Population served by the library: _____

3. Geographic area served (square miles): _____

4. Library income:

	1964-65	1967-68
1. From local sources:	_____	_____
2. From federal sources:	_____	_____
3. From state sources:	_____	_____
4. From private sources:	_____	_____
5. Total income:	_____	_____

5. Per capita expenditure for the library, 1967-68: $_____

6. Number of volumes in the collection: _____volumes

7. Total acquisitions budget for 1967-68: $_____

8. Your estimate of the number of uncataloged items you have awaiting full cataloging (give in thousands): _____items.

9. Service outlets (give number):
   1. Central library: _____
   2. Branches: _____
   3. Bookmobiles: _____
   4. Other service units (please name): _____

_____

_____

10. What is the general layout of your branch system? Do you have a plan to have large reference-resource branches? Please explain how your branch system is organized:

_____

_____

_____

B. Adult Services

11. Please indicate below the types of adult programs and services you have offered in the last year or so.

Library sponsored programs:

1. _____film programs
2. _____book programs
3. _____literacy programs
4. _____art showings
5. _____musical programs
6. _____adult education classes
7. _____library orientation programs
8. _____special library programs to reach disadvantaged elements
9. _____other library sponsored programs (please name) _____

_____

_____

Service to groups:

10. _____provision of meeting rooms
11. _____program planning assistance
12. _____book talks
13. _____supplies resources
14. _____other group services (please name): _____

_____

Please list the types of groups and organizations you have been working with most closely (such as nursing homes; schools; churches; etc.).

_____

_____

_____

Reference Service: Aside from service to the general public, what groups, agencies and interests do you give the most reference service to? (Please list these groups (such as business and industry, geneological interests, students and teachers, urban planners and local government, etc.).)

_____

_____

_____

Community Improvement: Please name the specific groups and agencies and programs related to community improvement which the library is working with (such as community action programs, Headstart, Model Cities, etc.).

_____

_____

_____

C. Staff Section

12. Distribution of staff by type:
    1. No. of clerical staff: _____
    2. No. of technical and sub-professional staff: _____
    3. No. of librarians: _____
    4. No. of other types of professionals (such as business personnel): _____
       Please list them by position:

       _____

       _____
    5. Total number of people on the library staff: _____

13. If you have technicians or sub-professionals on your staff, please give the capacities in which they work:

    _____

    _____

    _____

14. Do any of the librarians on your staff have a master's degree in a subject field?
    1. _____yes
    2. _____no

15. If yes, give number:
    1. In the humanities (including history): _____
    2. In the social sciences: _____
    3. In science and engineering fields: _____

16. Please give the number of years the professional staff have been with the library:
    1. Les than five years: _____people
    2. Five to ten years: _____people
    3. More than ten years: _____people

17. What is the sex distribution of your professional staff?
    1. No. of men: _____
    2. No. of women: _____

18. Does your library have a staff association?
    1. _____yes
    2. _____no

19. If yes, what do its activities consist of?

20. Is your library unionized?
    1. _____yes
    2. _____no

21. If yes, what do its activities consist of?

22. Do you anticipate unionization anytime in the near future?
    1. _____yes
    2. _____no

23. Please explain your situation in this regard.

24. Please list the special institutes, conferences and other continuing education programs attended by members of your staff in the last twelve months (exclusive of professional association meetings): (Use other side of page if necessary.)

Conference or Institute	Number Attending
_____	_____
_____	_____
_____	_____
_____	_____

25. Are you or any of your staff currently engaged in any of the following? (Give number of people in each case.)
    1. Working toward a master's degree in library science: _____
    2. Working toward a doctor's degree in library science: _____
    3. Working toward an advanced degree in another field: _____
    4. Taking individual courses: _____

26. Do you have arrangements for staff to take extended leaves for study or travel?
    1. _____yes
    2. _____no

27. If yes, please explain your arrangements:

28. How many staff members have taken advantage of such an opportunity in the last three years? _____

D. Community Relations

29. Of what legal government unit or units is the library a part?
    1. _____city
    2. _____county
    3. _____district
    4. _____other (please name): _____

30. Does your library have a board?
    1. _____yes
    2. _____no

31. If yes, please give the number of times it met last year: _____times

32. In the last year or so, what has been the principal nature of the board's activity?

33. If you do not have a library board, please explain to whom you report (position of official):
    _____

34. About how many times in the last year have you talked with this official?
    _____times

35. Please tell us about these occasions. What did they have to do with?

36. How many times in the last year or so have you talked with the chief governmental official of the governmental unit of which you are a part? _____times

37. What did these occasions have to do with?

38. Does your library have a "friends of the library" or similar group?
    1. _____yes
    2. _____no

39. If yes, please explain the nature of its activity last year.

40. Please list the community organizations of which you are a member:

_____ _____ _____

_____ _____ _____

_____ _____ _____

E. Other Information

Automation:

41. Please give the library operations, if any, you have automated:
    1. _____business operations
    2. _____book ordering
    3. _____circulation
    4. _____cataloging
    5. _____other (please give): _____

42. What plans to you have for automation in the future? (Please give.)

_____

_____

_____

43. Have you made use of computerization to do any of the following yet?
    1. _____prepare a book catalog
    2. _____prepare special bibliographies or other listings
    3. _____analyze your collection
    4. _____analyze use
    5. _____other analyses you have done: _____

_____

_____

Inter-Library Cooperation:

44. Is your library a member or participant in any regional or national cooperative library programs (include such programs as MARC)?
    1. _____yes
    2. _____no

45. If yes, please name these programs: _____

_____

_____

46. What advantages presently accrue to your library by virtue of this participation?
    1. _____ordering of books done for the library
    2. _____processing of books handled for the library
    3. _____film service
    4. _____increased speed of inter-library loan
    5. _____access of materials elsewhere before not readily available
    6. _____arrangements made for your users to use other libraries
    7. _____other advantages (please give): _____

_____

_____

_____

47. What advantages do you hope to gain in the future from such participation?

_____

_____

_____

_____

48. Does your library presently employ outside commercial firms to do any of the following?
    1. _____obtain rotating collections of books
    2. _____handle book selection
    3. _____catalog card preparation
    4. _____processing of books
    5. _____other services (please give): _____

_____

_____

49. Do you have plans for using commercial firms in the future?
    1. _____yes
    2. _____no

50. If yes, please give: _____

_____

Evaluation:

51. Does your library regularly (continuously or at regular intervals) ascertain and analyze any of the following?

	Yes	No
1. The characteristics of the community:	_____	_____
2. Proportion of the community using the library's services:	_____	_____
3. Characteristics of library users compared with the total population:	_____	_____
4. What services patrons want from the library:	_____	_____
5. Satisfaction of users:	_____	_____
6. Volume of use made of various services:	_____	_____
7. Nature of reference service:	_____	_____
8. Reading interests or reading habits of patrons:	_____	_____
9. Work output of departments:	_____	_____
10. Needs of non-library user elements:	_____	_____
11. Collection weaknesses:	_____	_____
12. Proportion of filled to unfilled requests:	_____	_____
13. Volumes added to the collection:	_____	_____
14. Other evaluation:	_____	_____

Please give: _____

_____

52. Have you had any special analyses done by your staff or outsiders on these or other aspects of your program in the last three years?
1. _____yes
2. _____no

53. If yes, please tell about them: _____

_____

_____

_____

Planning:

54. Has your library made any special provision for planning or for the initiation and implementation of change? Please explain any special organization or strategies you have for handling change.

55. How would you characterize <u>your</u> part in planning and bringing about change?
    1. Do you initiate most of the ideas?
       _____yes
       _____no
    2. Do you have a major involvement in carrying out changes?
       _____yes
       _____no

56. Please explain your role:

<u>Conflict:</u>

57. Most staffs have some conflicts and differences. What do the major conflicts on your staff have to do with?
    1. _____personal differences among staff members
    2. _____conflict between departments
    3. _____conflict over the need for change or types of change
    4. _____conflict over the management of the library

58. Please explain the major differences among your staff (who differs with whom about what).

<u>Internal Administration:</u>

59. Which <u>one</u> of the following statements best characterizes your situation (leaving aside the role of the board)?
    1. _____The professional staff make the major decisions in this library.
    2. _____The professional staff make the final decisions on some matters, while I do on others.
    3. _____While I rely on members of the staff for advice, the final decisions rest with me.
    4. _____The heads of departments make decisions in their own area. Any major change would be referred to me.
    5. _____I make all the major decisions in this library.

60. Is this the way you prefer it to be?
    1. _____yes
    2. _____no

61. Please comment on what you feel <u>should be</u> the nature and the extent of staff participation in decision-making:

External Pressure:

62. Following are listed kinds of demands which can be made by community groups and elements, by users or by those in government. Please indicate whether these or other pressures are being put on your library. Where do you feel the pressure most?

Pressure for	Extent of Pressure: A great deal	Some	Little or none	By (group(s) or element(s))
1. Longer hours of opening:	_____	___	_____	_____
2. More service to groups in government such as urban planners:	_____	___	_____	_____
3. Library facilities to be set up in a particular area:	_____	___	_____	_____
4. Books to be removed from the library:	_____	___	_____	_____
5. More reference service to high school students:	_____	___	_____	_____
6. Improved inter-library loan service:	_____	___	_____	_____
7. More recreational reading materials:	_____	___	_____	_____
8. Other requests for particular types of materials:	_____	___	_____	_____
9. More attention to poverty needs:	_____	___	_____	_____
10. Specialized service to business and industry:	_____	___	_____	_____
11. Development of the library's a-v services:	_____	___	_____	_____
12. More service to one or another adult group:	_____	___	_____	_____
13. Other demands (please give): _____	_____	___	_____	_____
_____	_____	___	_____	_____
_____	_____	___	_____	_____
_____	_____	___	_____	_____

63. In view of the situation, are service demands:
    1. _____reasonable
    2. _____unreasonable

64. Please give us your assessment: